


For Reference

NOT TO BE TAKEN FROM THIS ROOM

EX LIBRIS
UNIVERSITATIS
ALBERTAENSIS



THE UNIVERSITY OF ALBERTA
IN THE CLIMATE OF FREEDOM:
A CASE STUDY OF AN OPEN CAMPUS
COMPOSITE HIGH SCHOOL

by
 GEORGE NAIRN MARSHALL

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1970

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "In the Climate of Freedom: A Case Study of an Open Campus Composite High School," submitted by George Nairn Marshall in partial fulfilment of the requirements for the degree of Master of Education.

Perhaps in having attained some measure of freedom from authority in high school, they will be better able to form a sense of personal identity, to develop their individuality, their great latent potential, their sense of worth and responsibility.

For freedom and its attendant rights presupposes responsibility to use those rights honorably and independently.

Extract from "In the Climate of Freedom," an article in The Alberta Teachers' Association News of November 5th, 1969, describing open campus at the Jasper Place Composite High School, Edmonton.

ABSTRACT

This study sought to investigate the climate of freedom which has been evolving at the Jasper Place Composite High School, Edmonton since September, 1968, when the School adopted an open campus system of operation. It also described the changes in organization which have taken place at the School over the past two years, and examined the ways in which these changes have affected the administration, staff and students of the School.

Data were obtained from interviews with School administrators, teachers and students, from an examination of School records and other documents, from newspaper files, and from personal observation. The teachers interviewed were selected on a random basis. A questionnaire was used to determine the opinions on open campus of a representative sample of one hundred students.

The study included an examination of the literature related to the principles of the open campus concept, and an account of the development and practice of open campus at the School. This account covered the background to the changes made, the factors leading to the introduction of open campus, the current operational procedures, the question of open campus and student-staff interaction, and the question of open campus and student-staff involvement in curriculum planning committees. The outcomes of a number of formal evaluations of the concept have also been recorded. Reactions to open campus on the part of students, staff, administrators, parents and some independent observers have been described in some detail. An analysis of the current situation at Jasper Place has been made with a view

to identifying some of the strengths and weaknesses of open campus as it is practised at the School.

This research established that, while most students at Jasper Place are in favor of open campus, a significant proportion are doubtful whether the concept under which the School is presently operating is really open campus. Dissatisfaction with the current attendance procedures seems to be largely responsible for this situation. The majority of the teachers at the School see many advantages in open campus, although just over half of those interviewed consider that the average grade 10 student is not mature enough to handle wisely the freedoms associated with the concept. The administrators believe that the new system is working well, but they are presently concerned about the strains which are imposed on it by the size and complexity of the School. The independent observers quoted, notably a Department of Education evaluation team which inspected the School early this year, commended the system of school operation at Jasper Place in almost every respect.

The study established the fact that open campus is proving to be an acceptable and workable system of school organization at Jasper Place Composite High School. It has led to more relaxed student-teacher relationships, and to an improved atmosphere in many classrooms. However, the concept does not seem to have had any marked effect, as yet, on most aspects of the teaching-learning situation at the School, or on student apathy, and only limited progress appears to have been made under open campus toward involving students in school planning, decision making and goal formation.

ACKNOWLEDGMENTS

This study would not have been possible without the unfailing cooperation and assistance which the writer received from the principal, assistant principals, staff and students of the Jasper Place Composite High School. In particular, Mr. E. Meyer, principal, and Mr. R. Koilpillai, second assistant principal, made themselves freely available, and were constant sources of help and information. Sincere gratitude is extended to them and to all others at Jasper Place Composite High School who contributed so willingly to this research.

The author is indebted to his supervisor, Dr. David Friesen, and to Dr. Erwin Miklos for the advice and encouragement which they gave him at all stages of the study. Thanks are also due to Dr. C. S. Bumbarger and Dr. D. D. Sawatzky for their kindness in consenting to serve on the thesis committee.

Finally, the assistance provided in connection with certain aspects of the investigation by Dr. E. A. Mansfield and Mr. T. J. Sawchuk, both of the Edmonton Public School Board office, is gratefully acknowledged.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	xiv
Chapter	
1. STATEMENT OF THE PROBLEM.	1
Introduction.	1
What Is Open Campus?.	2
The Problem	4
Significance of the Study	4
Methodology	5
Data Collection	6
Delimitations and Assumptions of the Study.	7
Definitions of Terms.	8
Organization of the Remainder of the Study.	9
2. RELATED LITERATURE AND SOME THEORETICAL CONSIDERATIONS.	11
A Comparison of Viewpoints.	11
The Traditional View of School Organization.	11
The Open Campus Approach.	12
Student Freedoms.	13
The Development of Responsibility and Independence.	13
A Philosophy of Control	14
Rules.	15

Chapter	Page
The Effect on Students of a School's Operating under the Concept of Freedom with Responsibility.	16
Student-Staff Interaction and Relationships.	16
Superior-Subordinate Relationships	16
Student-Staff Relationships and Control Techniques	17
Student Commitment Through Participation	18
Student Identification with the Goals of the School.	18
Involvement and the Needs of the Student.	19
Cooperative Planning	19
Student Participation in Curriculum Development.	22
The Effect of School Size on Decision Making and on the Communication Processes.	25
Summary.	27
3. THE DEVELOPMENT AND PRACTICE OF OPEN CAMPUS AT JASPER PLACE COMPOSITE HIGH SCHOOL.	28
The School before the Introduction of Open Campus.	28
Early History.	28
The Jasper Place Community	28
School Organization from 1961 to 1968.	28
Factors Leading to the Introduction of Open Campus at Jasper Place Composite High School.	30
The Educational Philosophy of the New Principal.	30

Chapter	Page
The Introduction of Semestering.	32
Overcrowding.	33
The Possibility of Student Unrest.	33
Discussion.	33
Current Operational Procedures and Practices.	35
Students with Spare Periods.	36
Dress and Grooming	38
Smoking.	38
Attendance at Scheduled Classes.	39
Selection of Programs and Courses of Study	41
Open Campus and Student-Staff Interaction: Student-Staff Communication Seminars.	42
Open Campus and Student-Staff Involvement in Curriculum Planning Committees.	45
Student-Staff Curriculum Development Committees	45
The General Curriculum Committee	51
4. OPEN CAMPUS UNDER SCRUTINY: SOME INTERNAL EVALUATIONS OF THE CONCEPT IN OPERATION AT JASPER PLACE COMPOSITE HIGH SCHOOL.	53
Inventory of Teacher Opinion	53
School Climate Commission.	54
Operational Procedures	55
The Commission's Report.	55
Discussion.	57
A Second Opinionnaire	57

Chapter	Page
General Curriculum Committee for Evaluating School Climate.	58
Objectives and Terms of Reference.	59
Discussion.	60
5. REACTIONS TO OPEN CAMPUS AT JASPER PLACE COMPOSITE HIGH SCHOOL.	61
Student Reactions.	61
Students' Understanding of the Term "Open Campus".	61
Aspects of Open Campus Which Students Like.	64
Aspects of Open Campus Which Students Dislike.	64
Students' Views on the Reality of Open Campus at Jasper Place Composite High School.	67
Negative Student Reactions to the Freedoms of Open Campus.	67
Staff Reactions.	69
Attendance of Pupils at Scheduled Classes.	70
Dress.	72
Behavior outside the Classroom	73
Students with Spare Periods.	73
Classroom Discipline	73
Student Freedoms.	74
Student-Staff Relationships.	74
Summary.	75
Reactions of the Administration and the Counselling Services	76
Principal.	76

Chapter	Page
Assistant Principals.	77
Counselling Services.	77
Parents' Reactions.	78
Independent Reactions	79
The Cowan Report.	79
Report of the Department of Education.	80
6. STRENGTHS AND WEAKNESSES OF OPEN CAMPUS: AN ANALYSIS OF THE CURRENT SITUATION AT JASPER PLACE COMPOSITE HIGH SCHOOL.	84
Open Campus and the Students.	84
Impact of the Concept on Students	84
Student Apathy.	85
Student Involvement	86
Reasons for Students' Lack of Interest in Open Campus	86
Open Campus and the Teachers.	87
Impact of the Concept on Teachers	87
Effect of Inconsistency in the Application of Open Campus.	88
Difficulties Involved in Obtaining Consistency.	88
Open Campus and Staff Stability	88
Open Campus and the Counselling Services.	89
Orientation Program for High Schools.	89
Jasper Place Parent Groups.	90
Open Campus and the Principal	91
Student Involvement.	91

Chapter	Page
The Size of the School.	92
Effect of Financial Restrictions.	92
The Problem of Divided Loyalties.	93
Open Campus and Student Behavior.	94
The Effect of the Absence of Formal Rules.	94
Classroom Discipline.	94
Smoking	94
Drinking.	95
Drugs	95
Open Campus and the Teaching-Learning Situation	96
Student-Teacher Relationships	96
Students' Wishes Considered in Planning Courses.	97
Modifications in Classroom Emphases	98
An "In-Class" Open Campus Program	98
Open Campus and the Holding Power of the School.	99
Open Campus and Scholastic Attainment	100
Open Campus and Attendance.	101
Relaxed Attendance Regulations and the Social Responsibility of the School	102
Rate of Absenteeism	103
Students' Reasons for Absence from Class.	103
Summary.	104
7. SUMMARY, CONSLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH.	106
Summary.	106

Chapter	Page
Conclusions	107
Effects of Student Participation in School Decision Making	107
Advantages Claimed for the Open Campus Concept	108
Final Considerations	110
Recommendations for Further Research	111
Research at Jasper Place Composite High School	111
The Students' Union	112
Communications	112
Other Areas	112
Student Freedoms and Pupil Participation . .	113
REFERENCES	114
APPENDIX A. Letters Re Student Absences Sent to Parents	119
APPENDIX B. Department Questionnaires	122
APPENDIX C. School Climate Commission's Report, Part II	128
APPENDIX D. Sociological Survey on Smoking	131
APPENDIX E. Department Heads' Interview Schedule	133
APPENDIX F. Questionnaire Submitted to Students	135

LIST OF TABLES

Table		Page
1.	Components of Open Campus as Identified by Students at JPCHS, and Frequency of Mention	62
2.	Aspects of Open Campus at JPCHS Which Students Like, and Frequency of Mention.	65
3.	Aspects of Open Campus at JPCHS Which Students Dislike, and Frequency of Mention	66

Chapter 1

STATEMENT OF THE PROBLEM

I. INTRODUCTION

One of the most notable features of the past decade, as far as education is concerned, has been the increasing attention given to the importance of the individual student in the educational enterprise. Two factors appear to have contributed to this new orientation. First, there has been a growing concern about the holding power of so many schools. Young reports that "one quarter of all students (in Canada) drop out of regular school before reaching grade 12, and a full one third of those who start grade 12 either fail or drop out during the year." (32: 162) This means that no more than one half of the pupils who enter school in grade 1 graduate from grade 12. Second, as Coutts has put it, "(in) a world challenged with two main ideologies, we have been driven to reflect seriously on the adequacy of our democratic processes." (4: 72) Coutts considers that emphasizing the importance of democratic attitudes "is not merely a matter of the use of democratic forms, but a wholesome respect for the basic tenet of democracy: respect for each individual's personality and opinions." (4: 72) With these two important issues in mind, more and more educators are examining the desirability of making schools more student-centered--of emphasizing "the 'individual' dimension as opposed to the 'institutional' dimension" (40: 1) of school organization. One concept of school government which upholds the importance

of the student as an individual is sometimes called open campus, and a number of high schools in Canada are currently organized, at least to some extent, along open campus lines.

What is Open Campus?

Open campus is a system of school organization in which the student is expected to assume a large measure of responsibility for his own actions, and in which his decisions on such matters as dress, smoking, attendance at classes, and (within certain limits) program determination are accepted by the school authorities. Open campus also embodies the principle of cooperative decision making on the part of administrators, teachers and students in all matters of importance to the school.

Characteristics of an open campus school. There appear to be three principal characteristics of a school which is operating under the open campus concept:

1. Students are accorded a good deal of personal freedom, and are encouraged to make their own decisions on almost all issues which have to do with their schooling. There is an absence of formal, written rules, and considerable reliance is placed on the students' sense of responsibility.
2. There is much student-staff interaction, and relationships between teachers and students tend to be relaxed and relatively informal.
3. The school endeavors to increase the identification of students with the goals and values of the school by involving students in school decision making and in the school communication processes.

Some examples of open campus in operation. Pope has described a school on Vancouver Island, the Reynolds Secondary

School, where students are given considerable freedom to make up their own minds on a number of school issues. At this school, students may come and go as they please when they are not scheduled for classes; freedom from dress regulations and hair-styling restrictions prevails; and bell signals have been dispensed with. (25: 106-108) Young has reported on a similar situation at Campbell River Senior Secondary School in British Columbia, where senior students are allowed to decide for themselves whether or not they will attend classes. (32: 162-163) Schools in Eastern Canada are also experimenting with the open campus concept, and Mosey has outlined how, at Forest Hill Senior Secondary School in Ontario, senior students, staff, and the principal worked together to produce a "Senior Plan," in terms of which students in grade 13 are given considerable freedom to make decisions for themselves. These students are not formally scheduled for studies, and it is left to them to decide whether they will work in a school reference library which is reserved for their use, go to the cafeteria to relax, go to the public library to study, or go home. Grade 13 students at Forest Hill are also free to decide whether or not they will do homework. (24: 155-156)

Open campus and the Jasper Place Composite High School, Edmonton. It will be noted that the innovations adopted in the schools described in the previous section do not advance beyond the point of extending to students the right to make personal decisions on such matters as dress, attendance at lessons, and the completion of homework assignments. Students at the Jasper

Place Composite High School, Edmonton (hereafter referred to as JPCHS) have the right to make similar personal decisions. In addition to this, however, JPCHS has attempted, over the past two years, to increase student-staff interaction, and to involve its students in decision making on issues such as curriculum planning and teaching methodology. No record is available of any other school in Canada having embraced the open campus concept to this extent.

II. THE PROBLEM

The purpose of this study was to investigate the climate of freedom which has been evolving at JPCHS since the School adopted an open campus system of operation in September, 1968.

The particular aims of the research were:

1. to describe the changes in organization which have taken place at JPCHS as a result of the introduction of the open campus concept, and to outline current operational procedures and practices;
2. to determine opinions about, and reactions to these changes on the part of students, teachers, administrators and others;
3. to assess the significance of the changes, and to analyze the current situation at JPCHS.

Significance of the Study

This area of study was chosen for a number of reasons. First, there is a growing body of opinion which holds that giving students the opportunity to participate in school decision making enables them to attain an increased measure of self-actualization, and also results in their identifying themselves more completely

with the goals and values of the school.¹ It was felt that a close study of a school where cooperative decision making is attempted could provide a useful test of the validity of this opinion. Second, the topic of student-centered schools is one of considerable interest and importance to school administrators, not only in Canada, but also in other parts of the world, where tentative moves to give students a voice in school decision making are now being made in some schools. Third, the new dimensions in student-staff relationships which are opened up by the adoption of the open campus concept of school organization are of relatively recent origin, and, consequently, have received little attention as yet from researchers. The same could be said for the deeper implications of student involvement in school decision making. As Katz and Kahn, writing in 1966, noted: "The involvement of the individual in a system so that he regards its goals as his own personal objectives has seen little study." (11: 380) Hopefully, this investigation, by describing the effects, in a large senior high school, of a new system of operation on student-staff interaction and on student commitment to the goals of the school, will help to extend the currently limited literature on these questions

Methodology

In this investigation, the case study method of research

¹See, for example, D. Friesen, "Profile of the Potential Dropout," Alberta Journal of Educational Research, Vol. XIII, December, 1967; and "Students and School Organization," in The Lecture Series of the 1967 Alberta Leadership Course for School Principals. Also R. B. Voegel, "Innovating? Involve the Student!" The Clearing House, Vol. XLIII, May, 1969.

has been employed. Hillway has described this method as one which "comprises a careful and comprehensive analysis of the development and status of one individual, group or institution." (10: 221) At one time, it would have been necessary for an investigator to defend his choice of the descriptive approach, but now it is generally recognized that exploratory and descriptive research ought, in fact, to precede hypothesis testing. In other words, qualitative analysis is accepted as a necessary prelude to quantitative analysis. In this connection, Selltiz et al. have noted that:

Scientists working in relatively unformulated areas, where there is little experience to serve as a guide, have found the intensive study of selected examples to be a particularly fruitful method for stimulating insights, and suggesting hypotheses for research. (16: 59)

Data Collection

The data gathered in the course of this study were obtained from such sources as personal observation, JPCHS records and documents of various kinds, newspaper files, and interviews with School administrators and teachers, and with Edmonton Public School Board and Department of Education officials. A questionnaire was also administered to a representative sample of students.

Interviews with teachers. From January through April, 1970, eighteen JPCHS teachers, including six department heads, were interviewed with the intention of obtaining their reactions to open campus. Ten of the eighteen teachers interviewed (that is, all except the department heads and two other teachers included for special purposes) were selected on a random choice basis. All ten teachers so selected

willingly agreed to assist with the investigation. The classroom teachers were asked the same three basic questions which were put to the students who completed the questionnaire. The interviews with the department heads were more formally structured, and a simple interview schedule was used. A copy of this schedule is included as an Appendix to this study.

Students' questionnaire. For the purpose of determining student reactions to open campus at JPCHS, a simple questionnaire¹ was drawn up calling for answers to the following open-ended questions:

1. What do you understand by the term "open campus?"
2. As a student, what aspects of open campus as it is practised at this School do you like?
3. As a student, what aspects of open campus as it is practised at this School do you dislike?

This questionnaire was completed in two successive blocks by the members of four English classes, all of whom returned usable forms. English classes were chosen for this research since students are assigned to these classes at JPCHS on a random basis. In this way, a cross-section of the School population at each grade level was obtained. In all, one hundred students were questioned, including twenty-six students in grade 10, fifty in grade 11, and twenty-two in grade 12. Questionnaires were also completed by this year's and last year's presidents of the Students' Union.

Delimitations and Assumptions of the Study

In order to keep this investigation within reasonable bounds,

¹See Appendix F, p. 135.

no consideration has been given to the workings of the Students' Union, even though this body does contribute significantly to the provision of opportunities for student involvement at JPCHS. The study is also delimited to the period of time from September 1st, 1961 to April 10th, 1970.

The attention of readers of this report is directed to the fact that this is not a comparative study. This investigation did not seek to determine in what ways JPCHS is different from other schools. Except where another school is referred to specifically, no comparisons, implicit or otherwise, with conditions or practices in any other school or schools are made. In particular, it is not suggested that JPCHS practices are unique, or that they are better than those to be found in other schools.

It was assumed that the documents, reports, newspaper articles and other printed materials consulted in the course of this study were accurate, and that the opinions and judgments of the administrators, teachers and students involved in the study were given in good faith.

Definitions of Terms

School climate. In the context of this study, school climate is defined as the organizational "character" of the school. A school with a closed climate is defined as one which is administered on bureaucratic lines, with rigid rules and considerable emphasis on the institutional dimension of organization. A school with an open climate is defined as one which is administered on democratic lines without rigid rules, and in which considerable emphasis is placed on the importance of the individual in the organization.

Block. This term, as used in this study, means a school period. At JPCHS, there are four eighty-minute blocks in each school day.

For the sake of convenience, the masculine pronouns (he, him) and possessive adjective (his) have been used throughout the study. When these words are encountered, it should be understood that, in most cases, the connotation is just as likely to be feminine as masculine.

Organization of the Remainder of the Study

The second chapter of this investigation is devoted to an examination of the literature which is related to the three principal characteristics of an open campus school. Certain theoretical considerations relevant to the open campus concept are also discussed. Chapter three is concerned with the development and the practice of open campus at JPCHS. It looks at the School before the introduction of open campus, and at factors leading to the adoption of this system of school organization in September, 1968. It also covers the current operational procedures and practices of open campus as they apply at the School; the question of open campus and student-staff interaction; and the question of open campus and student-staff involvement in curriculum planning. In chapter four, a review is given of the nature and outcomes of certain formal evaluations of the concept of open campus which have been carried out already at JPCHS, or are due to be carried out in the near future. The reactions of students, staff, School administrators, parents and some independent observers to open campus are described in chapter five. Chapter six contains an analysis of the current situation at JPCHS,

and attempts to highlight the apparent strengths and weaknesses of the open campus concept in operation. The final chapter includes a summary of the study, some conclusions drawn from the data collected and the observations made in the course of the investigation, and some recommendations for further research in the general area of this study.

Chapter 2

RELATED LITERATURE AND SOME
THEORETICAL CONSIDERATIONS

Open campus is essentially a democratic form of school organization which relies on the use of normative power to generate commitment,¹ and endeavors to encourage cooperation and initiative on the part of students by appealing to their sense of responsibility rather than by setting up a rule-based system of control which emphasizes the superior-subordinate relationship of teacher and student. Open campus represents a considerable departure from the usual pattern of school operation, and it would be reasonable to expect that there is a body of literature which supports the concept. It will be the purpose of this chapter to examine the extent to which the basic principles of open campus--student freedoms, student-staff interaction, and student commitment through participation--are supported in the writings of educators and social scientists. Some theoretical considerations related to the concept of open campus will also be discussed.

I. A COMPARISON OF VIEWPOINTS

The Traditional View of School Organization

The way in which schools are traditionally operated has been outlined by Bidwell. Treating the subject of the school as an organization, Bidwell makes three assumptions: first, "that the school is a service

¹See A. Etzioni, Modern Organizations, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964, p. 60.

organization whose function is the moral and technical socialization of the clients who are the pupils;" second, "that the role structure of the school is dichotomous with respect to pupil and staff roles;" and third, "that all schools are to some degree bureaucratic, characterized by a division of labor, a definition of staff roles as offices, a hierarchic ordering of offices, and operation according to rules of procedure." (2: 972-978)

The Open Campus Approach

The proponents of the open campus concept of school organization would not quarrel with Bidwell's description of the school as a service organization, although they would probably consider that the function of the school extends beyond the moral and technical socialization of the students. It is with reference to Bidwell's second and third assumptions that the greatest discrepancies between what might be called the bureaucratic and the democratic systems of school operation arise. Pupil and staff roles are bound to be dichotomous to the extent that students are compelled to attend school (but only until they reach a certain age) whereas teachers have freely chosen their occupation, and teachers are paid whereas students are not. In most other respects, however, open campus attempts to break down the traditional dichotomy of student and staff roles. Young claims that open campus schools:

. . . have attempted to disabuse students of the notion that teachers are the defenders of the integrity of the institution. Instead, the (open campus) school has tried to make students realize that teachers are professionals who have a service to offer, and who are available to help them learn. (32: 146)

It is apparent that such a state of affairs has little in common with defining staff roles as offices, or with the ordering of offices in

a hierarchical fashion.

Operating according to rules is also foreign to the open campus concept. Young considers that most of the rules traditionally forced upon high school students are dysfunctional. In his opinion:

We humans . . . have an immense propensity to erect all sorts of barriers--in the form of rules, regulations, traditions, customs, etc.--which seemingly prevent us from solving problems of our own making. (32: 145)

Young also believes that schools "function far better when freedom for both students and teachers becomes an operating philosophy," and he argues that:

Somehow or other, we must develop a generation of students who view schools not as coercive institutions designed to frustrate their every natural instinct, but as institutions dedicated to serving their individual needs and goals. (32: 162)

II. STUDENT FREEDOMS

The Development of Responsibility and Independence

The open campus concept, sometimes defined as "freedom with responsibility," is based on the theory that if young people are to develop a sense of responsibility they must be given opportunities at school, as well as elsewhere, to exercise responsibility. Trump holds that "students need opportunities to develop individual responsibility and the skills of independent study," which he describes as "two closely-related qualities (which) constitute the bench mark of good education in any individual." (18: 5) Mosey asks:

Is it not an indictment of our educational system that, after thirteen years of exposure, students must be subjected to the same regimentation and strict supervision that was felt necessary in elementary and junior high school grades? (24: 155)

He maintains that "young people today are not 'rebels without cause.' They are rebelling against a conformity which, to them, seems illogical." The responsibility of the school, according to Mosey, is to help students "to develop the ability to work independently and to make wise decisions." (24: 156) Pope claims that the student learning to take responsibility for his own actions must follow the basic principles of learning theory: "The new skill must be attempted; there must be knowledge of results; it must be practised; and there must be reward or reinforcement." (25: 107)

The freedoms granted to students under open campus are intended to constitute a framework within which students may acquire mature behavior patterns by attempting and by practising them, and by learning from their mistakes.

A Philosophy of Control

Etzioni points out that control is a question of the utmost importance in an organization:

Nowhere is the strain between the organization's needs and the participant's needs--between effectiveness, efficiency, and satisfaction--more evident than in the area of organizational control. . . . The success of an organization is largely dependent on its ability to maintain control of its participants. (6: 58)

Etzioni identifies three means of control, of which two--coercive and normative--are relevant to the operation of schools. Coercive control, which he defines as "control based on the application of physical means," (6: 59) is the one generally used in traditional, punishment-centered schools. This type of control is the most alienating of all, and tends to produce the category of student described by Friesen as "the rejector." (22: 64) Normative control, as defined by Etzioni, relies on the use

of symbols such as prestige, esteem, love and acceptance for control purposes. This means of control tends "to generate more commitment" (6: 60) than other means, and, for this reason, it is one of the keystones of the open campus concept of school organization.

Rules

In contrast to the traditionally organized school with its rules and punishments, the open campus school depends on the student's sense of responsibility to induce him to behave in an acceptable manner. Discussing Weber's theory of organizations, Etzioni points out that rules do have some advantages, but that "these advantages are impossible if each client is treated as a unique case, as an individual." (6: 53) In general, school rules do not take the individual into account. On the contrary, they are typically imposed on the whole student body in an effort to restrain the very small minority of students likely to exhibit undesirable behavior. Open campus schools operate on a minimal set of rules, most of which have to do with educational considerations. Supporting a minimal and relevant set of rules, Gnagey contends that many rules presently enforced in schools would have to be "taken off the deviancy list if a major criterion were educational relevancy." (7: 10) Lane, Corwin and Monahan refer to "western man's faith in the infallibility of rules," and point out that, although rules can "serve several valuable functions," they are not infallible. These authors argue that "rules are not as essential for rational decision as is often supposed; they are used instead as weapons in supporting essentially non-rational decisions." (12: 222) It is precisely this situation which students in high schools are

no longer prepared to accept, particularly where the rules concerned lead to no real benefit. Lane, Corwin and Monahan include in this category rules standardizing modes of dress for students, and rules requiring teachers to enforce cafeteria regulations. (12: 223)

Rules which do not directly serve the interests of the individual or of the organization have no place in an open campus school.

The Effect on Students of a School's
Operating under the Concept of
Freedom with Responsibility

Young makes the following claims for the open campus concept of school organization:

1. Almost without exception, the senior secondary student responds positively to freedom. He readily accepts responsibility because it feeds his yearning to achieve adult status and the freedom which this means.
2. The student's level of maturity rises significantly. Misbehavior becomes anomalous and inappropriate.
3. Most students readily sense that the school is operated to serve their needs, especially their insistent need to find out who they are and what they are, and their need to develop values and attitudes appropriate to their generation and to the age in which they live.
4. Most students undergo a change of attitude toward learning. They quickly realize that learning is their own responsibility. (32: 147)

III. STUDENT-STAFF INTERACTION AND RELATIONSHIPS

Superior-Subordinate Relationships

In the traditional school setting, relationships between teachers and students tend to be formal, and the student is normally

viewed as occupying a subordinate position relative to the teacher.

Dill issues a warning against this kind of situation:

Students are sometimes treated as subordinates, but they are not subordinates in ability and ambition Their subordination rests mainly on considerations of age and experience, a combination which generates protests and reactions among young persons . . . in the educational system. Students are also transients. This means that, even in cases where they are held captive by compulsory attendance laws, they may well resist strong identification with the goals and values of the system. . . . When transient loyalties and strong peer-group ties combine with resentment about subordination, students, as every administrator knows, will keep aggressively raising issues that their predecessors have also raised and pushed. (5: 222)

The open campus concept encourages the breaking down of this superior-subordinate relationship pattern by emphasizing the benefits which will accrue to both staff and students once they determine to work together toward the solution of common problems and the achievement of common goals.

Student-Staff Relationships and Control Techniques

Gnagey, discussing the question of classroom discipline, makes the point that the teacher must take into account how his method of handling a deviancy will affect the deviant's relationship with him. Gnagey contends that:

Long after everyone has forgotten just what happened, the teacher and the deviant must interact in such a way that optimum learning will take place. If a control technique is selected that is too harsh or unfair, a deviant may become so angry or afraid that a constructive relationship with the teacher may be virtually impossible from that time on. (7: 33)

Lane, Corwin and Monahan also draw attention to the alienating effect of close supervision, particularly "in a society which stresses

equality." Quoting Gouldner, they warn that "personnel may view close supervision as a form of strict punishment which arouses their resistance and their apathy." (12: 294) Etzioni claims that:

. . . some kinds of control more than others create a relationship between higher and lower ranks that is conducive to effective socialization. . . . Organizations which rely heavily on normative power are the most successful in terms of their socialization achievements.
(6: 70)

These opinions underscore the importance of teachers selecting their control techniques with care if they wish to come closer to their students. The writings also support the use of normative control--a tenet of the open campus concept--as a means of promoting student-staff interaction.

IV. STUDENT COMMITMENT THROUGH PARTICIPATION

Student Identification with the Goals of the School

Friesen has drawn attention to the fact that:

Within the bureaucratic model the student . . . has very little control of goals, practices, and organization. Even though he is the cause of the school's existence, . . . he has . . . no real part in the goal formation of his organization. (22: 59)

And yet, as the same writer has pointed out:

. . . the goals of the students are also present in the school organization, especially as they begin to make associations with each other. This may lead the student gradually to become preoccupied with the problems of getting along with his peers, often to the detriment of identifying with his school goals. (22: 59)

Open campus schools involve their students in school decision making and in the school communication processes in the belief that the identification of the students with the goals and values of the

school will be thereby increased.

Involvement and the Needs of the Student

The open campus concept of school organization recognizes that the individual has his own needs, and believes that these needs can be met, at least to some extent, through involvement. Maslow's theory of motivation based on a hierarchy of needs is relevant here, and it is noted that the last and highest category in this hierarchy:

. . . refers to man's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency may be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming. (14: 91-92)

Also pertinent is Thompson's conclusion that "the degree of satisfaction an individual obtains from his work is proportionate to the degree to which it enables him to implement his self concept, and satisfy his salient needs." (30: 351) Applied to the school setting, these theories would seem to suggest, first, that participation can assist students to achieve self-actualization, a sense of social responsibility, and some measure of need fulfillment; and second, that participation motivates students to identify themselves with, and become more deeply involved in the goals and values of the school, and that this identification and involvement, in its turn, also contributes to the student's need fulfillment, and to his attainment of self-actualization and a sense of social responsibility.

Cooperative Planning

Support for the principle of involving teachers and students in school decision making and goal formation is to be found in the writings of a reasonably large number of educators and social scientists.

Katz and Kahn point out that there are, of course, degrees and types of participation, but, for them, participation or involvement may be defined as "the engagement of the individual in the system so that he is involved in decisions which affect him as a system member."

(11: 381) Dill has noted that "there have been studies which show that both teachers and students want a more active role in decisions."

(5: 214) Sharma established that "teachers want to assume professional responsibility for all activities that concern instruction," (28: 3) although only a minority of teachers in Sharma's study expressed any desire to see students involved in school decision making. Perhaps this situation can be explained by "the fact that existing personnel relations (in schools) are normally structured along hierarchical lines," and that "all attempts to rely on the participation of those closest to the problems reverse the normal subordinate-superior relationship." (12: 136) In any event, it has been held that cooperative decision making between school administrators and teachers is here to stay, (26: 16) and it can be only a matter of time before students are also involved in the process, particularly at the senior high school level. Teaching is, after all, primarily an activity which is concerned with changing the behavior of others, and there is a good deal of evidence that "participation in decision making is a powerful voice for modifying the behavior of the group." (13: 135) Gregg contends that, by giving groups an opportunity to participate (in making decisions), administrators not only get more cooperation in implementing the choices that are made but also may get better quality decisions. (9: 278-280) Gordon's investigations established that:

A group decision made on the basis of the available resources of all members, including the leader, will be a wiser decision for the group than a decision based upon the resources of the leader alone. (8: 60)

Participation has also been shown to increase motivation. (3: 233-250)

Dill explains this process as one of:

. . . bridging the gap that often exists between making and implementing decisions by making them in ways that make the people who will have to help carry them out feel identified with their successful implementation. (5: 216)

Admittedly, as Dill reminds us, "very little of the basic research on decision making that has been done has been based in school or college organizations," (5: 220) but experienced school administrators and teachers are well aware of the fact that the generally accepted principles of group dynamics apply just as much to the classroom situation as they do elsewhere. Amend, in a paper read at the Alberta Leadership Course for School Principals in 1957, recounted an early personal experience which highlighted for him the fact that "group planning increases the understanding and intelligence with which plans and policies are implemented," (1: 119) and that "group planning . . . results in a higher level of acceptance of plans, and greater readiness to carry them out." (1: 120) Voegelé refers to cooperative planning as a "worthwhile experience that can make education more relevant for students." He claims that students who are involved in the planning of innovations will:

1. offer constructive suggestions that will enhance changes;
2. develop a genuine understanding of changes;
3. become committed to changes they have helped to design;

4. learn decision making skills;
5. discover an open channel for communicating with educators. (31: 546)

Student Participation in Curriculum Development

In the area of curriculum development, there seem to be no good reasons why the inclusion of students in decision making groups should invalidate the basic principles which are normally followed in making curriculum development decisions. Consider the "identification theory," which says that decisions should be made as close as possible to the point of implementation. No one could be closer to the point of implementation as far as learning experiences are concerned than the students themselves. They are the people who will be most affected by every decision which is made in the area of curriculum planning, and they should be given the opportunity to play at least some part in arriving at these decisions. As Stewart has pointed out:

The motivation and vitality of the persons involved with the development of curriculum rises sharply with their sense of identity with the activity undertaken. The things 'we' do are much more vital than the things 'they' require us to do. (29: 30)

It is also generally accepted that curriculum decisions should be made by those who are most competent to do so. In this connection, Friesen contends that "knowledge, according to the younger generation, must be viewed in terms of relevance," and that "students, in what appears to be a very positive development, want to grasp the relevance or significance of what they learn." (20: 2) If, as Friesen and others believe, relevancy to the needs and lives of young people is an essential requirement of the school's curricular offerings, it follows,

in terms of the principle stated earlier, that students, who are certainly the most competent people to judge what is or is not relevant for them, should have a place on all curriculum planning committees.

There are any number of references in the literature to teacher involvement in curriculum building, and the argument has been advanced time and time again that "it is the teachers who will ultimately determine the effectiveness of the school's programs, and, for this reason, teachers must be involved in their development." (19: 63) Educators, however, have, for the most part, been reluctant to take the next step and acknowledge that it is the students who will ultimately be affected most by the school's programs, and, for this reason, students must be involved in their development. An examination of the question of student-staff involvement in curriculum planning reveals the fact that very few writers on curriculum development have even considered the student as a possible partner in this enterprise. Prominent writers in the field of curriculum planning, such as Hilda Taba, and Saylor and Alexander, have almost nothing to say about the possibility of involving students in this work. In Curriculum Development: Theory and Practice, a book of just on five hundred pages, Taba has this solitary reference to student-staff involvement in curriculum planning:

There are expectations that students and teachers in their classrooms will organize the curriculum, that they will outline the topics, and decide what to study about each. This . . . seems apt to lead to a thoughtless plan unless there is a clear concept of the limits within which students can contribute. Clearly, there **is** a distinct function that all these groups can serve in the total job of curriculum development, and the decisions on participation must rest on who can best do what, and not on a sentimental concept of democratic participation. (17: 452)

Saylor and Alexander, in their book Curriculum Planning for Modern

Schools, which covers five hundred and twenty pages, devote exactly one page to the role of pupils in planning, even though they state themselves that:

We believe that pupils are much more likely to be committed to learning enterprises which they themselves have determined as being important. Furthermore, we believe that each learner learns best in relationship to his own motivations and his own selection of learning experiences. (15: 456)

Recently, however, writings have appeared which suggest that the student is slowly but surely coming into his own as far as curriculum planning is concerned. In November, 1967, H. C. Seymour, writing about emerging patterns of school organization, had this to say: "Teachers and pupils as well will demand, and be accorded, a greater share in decision-making on matters which directly affect classroom instruction." (27: 91) Friesen is another educator who has advocated student involvement in the important activities of the school. For him, "developing the student's responsibility and interest by involving him in real choices in method and content may help to ignite his self-actualization process." (21: 307) In a very recent paper, Friesen has once again raised the question of student involvement in curriculum planning. Referring to the current educational scene, he makes this point:

Students are no longer passive recipients of the knowledge possessed by teachers or textbooks. They are active learners, searching for and responding to problems and ideas as they perceive them. They demand rights in deciding what they want to learn, how they want to learn it, and whether what they learn is relevant. (20: 1)

Later in the same paper, Friesen speaks of "planning teams," which "would be composed of teachers, teacher aides, student teachers, students, and special resource personnel." (20: 3) Again, with

reference to the problem of overcoming institutional barriers to change, Friesen suggests a scheme of decentralized decision making, whereby "teachers and students . . . would share in discussion, in planning, and in deciding on matters of innovation and change." (20: 14) Here, the emphasis is on fostering commitment through participation, and it is noteworthy that this argument, which has been advanced for years as a sound reason for involving teachers in curriculum decision making, is now being extended to include students.

The Effect of School Size on Decision Making
and on the Communication Processes

A special problem in organizations is that of size, and Katz and Kahn have noted that:

As organizations grow in size and complexity, the decision centers become more removed from the people, and the information needed to make decisions becomes more the exclusive property of the leaders. (11: 469)

This can lead to "individuals at the top of the hierarchy talking mostly with a group at their own level and reinforcing each other in their views." (11: 469) It is easy to see how this type of situation could arise in a large school. In other words, failure to involve students in curriculum decisions in a large school is more likely than ever to lead to program offerings which are irrelevant to the needs and interests of students. This, in its turn, inevitably tends to alienate students from the goals of the school. Katz and Kahn make this further comment which is pertinent to the problem of school size:

The effects of the conflict between rising expectations of involvement and the difficulties of communication and participation in a complicated structure of decision making can have three maladaptive

effects: (1) It can produce apathy or alienation among certain elements, who see themselves hopelessly outside the system. (2) It can produce blind conformity among those who accept the system and its normative requirements as demands external to themselves and for which they have no responsibility. (3) It can result in ferment without form, rebels without a cause, demonstrations with no appropriate target. Students, for example, can riot in aimless fashion because they feel frustrated by the system but do not know what is wrong or what the possible remedies are. (11: 470)

Seymour Halleck, a psychiatrist, in an article entitled "Hypotheses of Student Unrest," reinforces these observations when he claims that students "are among the first to sense the painful anonymity associated with bigness," (23: 6) and asks:

To what extent can we continue to depersonalize and enlarge our campuses without creating a generation of alienated youth who feel no sense of identity, no sense that they have a voice in what is done to them, and no sense of commitment to anything but their own interests? (23: 9)

Admittedly, Halleck is, here, speaking of university students, but his comments could also be applied to students in large senior high schools.

Adaptive solutions proposed by Katz and Kahn to this conflict which have relevance to the school situation include the following:

1. Most organizations can profitably move toward decentralization of decision making in substructures.
2. Feedback from organizational functioning can include systematic communication from organizational members.
3. Group responsibility for a set of tasks can insure greater psychological involvement of individuals in organizations. (11: 470)

Friesen, in a recent paper, reached similar conclusions. He advocated the decentralization of school decision making, and also urged schools to "establish a communication flow which permits open discussion of

the problems throughout the organization." (20: 15)

The advocates of open campus believe that openness of communication lines among administrators, teachers and students is essential if student satisfaction with the school is to increase. Shared decision making can play a significant part in the attainment of this ideal.

V. SUMMARY

The writings reviewed in this chapter suggest that open campus characteristics relate to: (1) school organization, (2) control, (3) rules, (4) the relationships of members, (5) participation and involvement, and (6) communications. This study investigated the extent to which these characteristics appeared in a school whose philosophy is that of open campus. It also described the effects of the new system of school organization on members of the School community, and examined the problems arising from the introduction of open campus at the School.

Chapter 3

THE DEVELOPMENT AND PRACTICE OF OPEN CAMPUS AT JASPER PLACE COMPOSITE HIGH SCHOOL

I. THE SCHOOL BEFORE THE INTRODUCTION OF OPEN CAMPUS

Early History

The Jasper Place High School, Edmonton opened in West Jasper Place in the early 1940's. The School moved into new buildings on a nearby site in 1957, and became the Jasper Place Composite High School. In September, 1961, JPCHS transferred to its present site. At that stage, the School had nine hundred students in grades 9 through 12 and forty-three teachers.

The Jasper Place Community

The environment within which JPCHS has functioned over the years constitutes an important element in the development of the School. In 1961, Jasper Place was still an independent township, in spite of its proximity to Edmonton. It retained this status until August, 1964, when it was finally annexed to the City. Until this time, JPCHS was quite separate from the Edmonton Public School System,¹ and had little contact with other Edmonton high schools.

School Organization from 1961 to 1968

Before the introduction of open campus at JPCHS, the School

¹It was included in the Jasper Place Public School District, one of the Edmonton Non-Divisional Public School Districts.

was run on traditional, bureaucratic lines. Student behavior was regulated by rules, and punishments of different kinds were prescribed for those who broke these rules. Standards of dress and grooming were laid down, and boys were required to keep their hair short. Students who were late for class or for school were not allowed to enter their classes unless they had obtained a late slip from the general office. For class lates, students automatically received a detention. School lates, beyond the first two in any one year, were treated as serious offenses, and chronically late students could be recommended for expulsion. Students who wished to leave school early for any reason were obliged to sign out at the office. During their spare periods, students were required to work in supervised study halls. Talking and unnecessary movement in the study halls were forbidden. Absences from school had to be explained by a letter from the student's parents, or by a doctor's certificate. Truants were liable to be suspended from school, and persistent truants could be expelled. Smoking was not allowed in the School or anywhere on the School property.²

Students' reactions to restrictions. There is evidence that some students found the restrictions imposed on them irksome. (48: 3; 44: 2; 47: 2) Agitation for the provision of a smoking room at the School reached a head in October, 1966, when more than one hundred students staged a "walk-out," which was reported on

²These details are taken from articles by the principal which appeared in the April-May, 1966, and September, 1966 issues of Highlights [JPCHS student newspaper].

the front page of The Edmonton Journal. (October 15th, 1966.)

References in Highlights indicate that skipping classes was not uncommon as far back as 1966. (45: 2; 48: 3) Toward the end of 1965, students actually won the right to supervise their own study halls, a move which a student of the day described as "a small but important step forward (toward) granting the grade 12 students of this School more freedom, and recognizing the fact that they have the maturity to handle this freedom." (46: 3) This innovation was short-lived, as the senior students appeared to dislike the idea of acting as prefects. (44: 3; 43: 2)

II. FACTORS LEADING TO THE INTRODUCTION OF OPEN CAMPUS AT JASPER PLACE COMPOSITE HIGH SCHOOL

At the end of the 1966-67 school year, the principal who had been in charge of JPCHS since 1961 left the School on promotion, and a new principal took office in September, 1967. By this time, the enrolment had increased to over 2,000 students, and the School had become one of the largest in the Edmonton Public School System.

The Educational Philosophy of the New Principal

The new principal was a man of liberal outlook who was anxious to "help all students achieve as much satisfaction as possible during their stay in school." (49: 2) His ideals and his objectives as chief administrator of the School are set out in a brief entitled "The Changing Climate for Instruction and Learning at Jasper Place Composite High School," which he prepared for presentation to the Edmonton Public School Board in March, 1969.

Some extracts from this report are given below.

There is little doubt that the climate for education is changing in our schools. New demands are being faced by teachers and administrators. These demands are made by a society which is constantly changing due to the vast and rapid dissemination of knowledge by public news media. The press, radio, and television are having an enormous impact on our schools. Teachers are no longer the sole contributors to "learning"--in fact, the teacher's word is sometimes challenged, often questioned and in some cases contradicted.

It is no longer possible to rule by decree or regulation. Young, sophisticated, but inexperienced minds are forcing us to look at new methods of instruction, school organization, communication, and curriculum. Today's educational situation is critical. Youth is questioning old standards, old customs, and old methods of doing things. Youth looks toward an uncharted future where today's jobs will be obsolete and change will be the accepted norm. It is for these reasons that students and staff at Jasper Place Composite High School have embarked on a new approach to education. (41: 1)

.

We have embraced the philosophy of the Edmonton Public School Board and support the thesis of the development of the individual to his maximum. We believe in, and trust our young people to be well meaning, serious, and worthy of trust. We have therefore given them certain freedoms or rights, but expect the acceptance of certain responsibilities. It is our firm belief that young people will be responsible if we give them the opportunities to make certain basic decisions. We are aware that there is a danger in changing abruptly from a restrictive, regulated atmosphere to one of openness and freedom, but we believe that only an open atmosphere will encourage our young people to make the right decisions. Some difficulties will develop through misunderstanding and lack of preparation for this role, but we feel that these dangers must be met openly (41: 2)

.

. . . it is part of the philosophy of the School that every action of a student will result in some effect. THE STUDENT MUST ASSUME RESPONSIBILITY FOR

HIS ACTIONS. (This could be failure if he does not attend class. A number of students learned this lesson during the past semester.) It is our belief that we are not preparing young people to make vital decisions when they leave school if they have not had an opportunity to make some basic decisions while at school. (41: 3)

.

We feel that we are obliged to make school attendance a worthwhile experience for young people and that, if we do, the majority will make the right decision without being forced by a rule or statute. (41: 4)

.

New ideas and methods are being attempted with the hope that learning is improved and that the educational climate is more conducive to thought and expression. (41: 5)

.

New organizational methods are essential to give us time to deal with young people personally, individually, and humanly. (41: 8)

The Introduction of Semestering

During the 1967-68 school year, considerable interest was shown at JPCHS in the semester system of organization, which had already been adopted in a number of high schools in Alberta. The principal visited schools in Calgary which were operating under the semester system, and then presented a proposal to the staff that JPCHS should adopt semestering. (41: 1) This proposal was carefully investigated and thoroughly discussed by the teachers, more than 80% of whom finally voted in favor of its adoption. The change from the existing six-period rotating timetable to the split-year semester plan was made in September, 1968.

Overcrowding

In September, 1968, the School found that its available accommodation was much overtaxed. Under a headline announcing "Every nook, cranny, closet and cupboard used for class space," the issue of Highlights for September, 1968 carried an editorial which called attention to the seriousness of the accommodation difficulties which the School was experiencing:

With an enrollment of approximately 2,400 in a school designed for 1,800 . . . every available classroom and non-classroom space is occupied. Teachers no longer have a register room nor a desk of their own. The Students' Union have moved into the coat-check room Shelves have been taken out of store-rooms for chairs to be put in so that the area could be used as a teaching station. (50: 1)

The Possibility of Student Unrest

Concern felt by the administration that student unrest could manifest itself at the School stemmed from the fact that JPCHS has always had a somewhat higher proportion than some City schools of students who come from disadvantaged homes. Certain aspects of the system of school government employed by the previous administration (supra, p.29) had also left a legacy of ill-feeling among some students.

Discussion

All four of these factors played a part in the decision to adopt open campus at JPCHS. The desire of the new principal to see the School assume more of the characteristics of a student-centered institution contributed considerably to the change. It is significant that, in his report to the Edmonton Public

School Board referred to above, the principal maintained that "students must have a say in what they do and how their school is run." (58: 57) His statement in the report that "it is no longer possible to rule by decree or regulation," makes it clear that he doubted the efficacy of a rule-oriented system of school organization.

As far as student unrest was concerned, the principal and some staff members felt that one way of forestalling possible difficulties in this direction would be to give students some measure of responsibility for their own actions and decisions, and an opportunity to participate in such matters as curriculum planning and school policy making.

The introduction of the semester system, which provided for a school day consisting of four eighty-minute blocks, posed the problem of how students with eighty-minute spare periods were to be catered for in an overcrowded building unit. With every available space in constant use as a teaching station, some alternative to the traditional study halls had to be found. It was this situation which finally forced the issue. To quote the present principal:

It was the only way to go, actually. This School was built for 1,800 students, and we now have over 2,200. Allowing students to leave the School when they are not in class alleviates the overcrowding problem. (59: 17)

The decision to implement open campus at JPCHS was made by the principal on his own authority. Approval for the move was not sought from the School Board, as the principal considered that a change in school organization was an internal matter on

which he was competent to make a unilateral decision.³

There is no evidence that the principal had any "master plan" for the introduction of open campus at JPCHS. In fact, in a video-tape report presented to the School Board with his written report on March 4th, 1969, he admitted that "the School 'fell into' the open campus concept while it was in the process of switching to the semester system." (58: 57) Apart from the principal's own observations in certain Calgary schools where some aspects of open campus had been introduced, the only preliminary planning undertaken in connection with the implementation of open campus at JPCHS appears to have been some study and discussion of the question by the school staff in the spring of 1968. (58: 57) No evidence exists that anything was done in advance to sound out the feelings of parents or students on the intended changes.

III. CURRENT OPERATIONAL PROCEDURES AND PRACTICES

At JPCHS, there are very few formal rules. Those rules which do exist are based on principles of common sense and consideration for others. At the beginning of each school year, every student at the School receives a student information folder, which outlines the procedures to be followed in such matters as cafeteria use, parking motor vehicles, the use of the library, payment of fees, and withdrawing from school. This folder also sets out the conditions of eligibility for election to office in the Students' Union. Apart from the small number of regulations appearing in this student

³Private communication from the principal, January 23rd, 1970.

information folder, no rules are printed or posted anywhere at JPCHS.

Details of operational procedures and practices in areas which relate particularly to open campus are given below.

Students with Spare Periods

The Department of Education holds that thirty-five credits (i.e., seven five-credit courses) per year constitute a reasonable high school program. As it is possible for students at JPCHS to take a maximum of eight courses per year (four each semester), a fairly large number of students, particularly in grades 11 and 12, have spare periods. Students with spares who elect to remain in the building may study in the library and the reading room. The cafeteria is also available for individual or group study, or for socializing. Very recently (April, 1970), a further provision was made for students with spares by setting aside in each block a classroom to be used as a study hall. These areas are student-supervised. Students with spare periods may also use other available school facilities, such as laboratories, workshops and gymnasias, and some students do take advantage of this provision when they can. The School is still so overcrowded, however, that almost the entire plant is being used for teaching purposes every period of the day, and only on rare occasions are there special facilities available for use by students with spares. Students who have no scheduled classes are also quite free to leave the building, either to go home or to visit the nearby shopping mall. In winter, most students with spare periods wander about

the hallways, or congregate in the cafeteria. Observations made at the School in February and March of this year disclosed comparatively few students who were actually studying in their spare periods. A count taken in the cafeteria on one occasion established that five out of six students there were students without scheduled classes, but those smoking, chatting and playing cards in the south section of the area outnumbered those who were studying in the north section by ten to one. In summer, most students with spares either sit in the courtyards talking and smoking, or leave the building altogether. A few study in the library, the study halls or the cafeteria, and some work out in one of the gymnasias or at the athletics track.

The principal decided from the beginning that, under open campus, the same arrangements would apply to all students in the School, even though this decision could create something of a problem as far as the grade 10 students were concerned. Very few of the grade 10's are older than fifteen when they begin at JPCHS, and quite a few are only fourteen.⁴ At this age, some of these students experience difficulty in adapting to their new environment, and they are sometimes bewildered by the freedoms of open campus. With this in mind, the School strongly advises all grade 10 students to register for twenty credits, at least in their first semester. This arrangement gives them no spare periods at all.

⁴On April 14th, 1970, more than seven months after the beginning of the 1969-70 school year, 42.3% of the grade 10 students and 6.0% of the grade 11 students who completed a questionnaire connected with this study gave their age as fifteen.

Dress and Grooming

At JPCHS, the only restrictions placed on students in regard to dress and grooming are that students must be clean, and not dressed in a manner likely to give offense to others. In the early days of open campus, girls were not allowed to wear slacks, but this regulation no longer applies. In winter, most of the boys wear faded and, frequently, tattered blue jeans, a t-shirt, knit-shirt or pullover, a heavy jacket, and cowboy boots, heavy shoes or gym shoes. Many of the girls also wear blue jeans with blouses or pullovers. Slacks are popular, and a few girls wear skirts and blouses. It is rare to see a girl wearing a dress. Girls frequently discard their stout shoes for sneakers inside the building. In summer, many boys wear cut-off denims with t-shirts or knit-shirts, and they go barefooted. Others continue to wear jeans with gym shoes or track training shoes. Summer wear for girls includes slacks, jeans or cut-off denims worn with blouses or pullovers. Pants-suits, various types of casual co-ordinates, and even dresses are also worn. A large number of the boys wear their hair long, and some of them also have moustaches. Beards are rare, but not unknown.

Smoking

It was not until the second year of operation under open campus that official provision was made for smoking areas in the School. Prior to that time, students who wished to smoke had done so in the washrooms. In the spring of 1969, a smoking area was established in one of the open courtyards. The south half

of the cafeteria was designated as a new smoking area by the principal in June, 1969. In addition, smoking was permitted in two of the outside courtyard areas. The current position is that smoking is allowed virtually anywhere outside the building, although students are asked not to smoke in front of the School--and very few do. The experiment of allowing smoking in the cafeteria was not a success. The cafeteria staff complained that smokers and others regularly left the south half of the area in a very untidy state, and the situation became so bad that, at one stage, Board of Health officials threatened to close the cafeteria. Many students were equally unhappy about the unwholesome atmosphere which prevailed in the smoke-filled cafeteria. As a result, the principal decided in March, 1970 to take advantage of the arrival of warmer weather to bring smoking in the cafeteria to an end. Presently, smoking is confined to the outside areas and the mud-rooms. The principal is currently planning with the Students' Union to establish a students' lounge, where smoking will be permitted, in the basement of the new tower addition. This building is due to be opened in September, 1970.

Attendance at Scheduled Classes

Students at JPCHS may, within certain limits, choose for themselves whether or not they will attend scheduled classes. The philosophy of JPCHS in this matter is that the responsibility for attendance at classes rests with the student and his parents. The School's obligation is to record and to inform. (39: 1)

Prior to the introduction of open campus at JPCHS, attendance was

kept by home-room teachers in the traditional way. In September, 1968, the principal decided to abolish home-rooms, check attendance by classes, and establish a central attendance register in the general office. To this end, attendance folders and class attendance cards were prepared; an attendance card for the Kardex file in the general office was designed; and procedures for the use of these materials were worked out.⁵ By the end of the first semester, administrators, teachers and the general office staff had all reached the conclusion that the new system was cumbersome, time-consuming and not particularly effective. The arrangements for checking attendance were revised early in 1969, and new procedures were agreed upon. With the exception of one or two subsequent modifications, these new procedures, details of which are given below, are still operative today.

1. Each teacher keeps the attendance for his classes on the cards in the folders provided.
2. As soon as a student has accumulated five absences, the teacher sends a report to this effect to the appropriate grade coordinator. The grade coordinator informs the student's parents of the position by means of a cyclostyled letter. (A copy of this letter will be found in the Appendix to this study.)
3. If a student who has registered for a course continues to be absent during the first month of a semester, the teacher concerned may request the grade coordinator to remove that student's name from the class list. A final decision on this matter is not made until consultation with the student and the teacher has taken place, and, if the student is removed from the class, his parents are informed. Within one month of the beginning of a semester, any student may himself elect to drop a course. In this case, no mention of the course so dropped appears on the student's record.

⁵These details are taken from a report to high school principals on "Preparing for the Introduction of Open Climate in the School," drawn up by the present principal, and dated May 5th, 1969.

4. After the first month of a semester--

A. If the student's absences accumulate beyond five, the teacher may contact the student or his parents directly, in an effort to improve the situation.

B. If the situation continues to deteriorate to the point where the teacher feels that the student will inevitably fail the course, the grade coordinator must, once again, be informed, and a second and final letter is sent to the student's parents. (See the Appendix for a copy of this letter.)

C. Even beyond this point, a student may initiate discussions with the teacher concerned with a view to his continuing in class. If agreement is reached between the teacher and the student, the student may be allowed to continue with the course. If, however, a student fails to negotiate his continued enrolment, the teacher may cease to record attendance. He must inform the appropriate grade coordinator of this action. In such cases, the student's name remains on the class list, and, at the end of the semester, the student receives a recorded fail, entered on his record as "Course Incomplete."

5. Once a month, each teacher records on a class list the dates missed for each student. This information is then transferred to the central registry cards in the general office.⁶

Selection of Programs and Courses of Study

At JPCHS, students have a great deal of freedom of choice in the building of programs of study. The only compulsory subjects are those required as prerequisites or corequisites, or those demanded by the external regulations governing the award of University Entrance and High School Diplomas. Students may select electives from their own grade list or from the list of any lower grade, provided that they have the necessary prerequisites. Subjects may also be selected across patterns. For example, a boy following

⁶These details are taken from the principal's report referred to earlier, and from a memorandum on attendance reporting procedures addressed to all students and teachers, and dated April, 1970.

an academic course could, if he wished, include a vocational elective in his program. Students who have failed a subject may repeat that subject in a later semester, and even third attempts are allowed. Only one course in the entire schedule (Reading 10) is listed as "Available to selected students only," and only two courses (Language 21 and Literature 21) are restricted to students possessing the relatively high minimum standing of 65% in the prerequisite course. Four subjects (Physical Education 20 and 30, Business Organization and Management 30, and Secretarial Practice 35) can be taken only if special approval to do so is obtained from the department concerned. Approval is normally granted, in these cases, to students whose earlier work in the subjects in question has been above average. Provision is made for special cases in any subject area and at any level to be considered on their merits by an administrator or a department head. Within the first two weeks of a semester, any student may change his program (re-register) without penalty.

IV. OPEN CAMPUS AND STUDENT-STAFF INTERACTION:

STUDENT-STAFF COMMUNICATION SEMINARS

Since the introduction of open campus at JPCHS, student-staff communication seminars have been used as one way of promoting interaction between teachers and students. The aims, organization and outcomes of these seminars are described below.

The history of these seminars at JPCHS falls into three distinct phases. Phase one began in January, 1969, and lasted for about a year. These early seminars, like those which followed later,

had as their aim the building of trust between students and teachers. The organization of the seminars, which were held weekly in the teachers' dining lounge, was quite informal. Typically, there would be a short talk given by a guest speaker, after which teachers and students would react to what the speaker had said. Topics discussed in this first year included the open campus concept of school organization, spiritualism, the use of drugs, illegitimacy, and the role of the social critic in society. Among the guest speakers were resource people from the Department of Youth and from the Alberta Human Resources Research Council, and representatives of the medical and legal professions. These seminars were something quite new in the School. No such opportunities for interaction had existed previously. In keeping with the philosophy of the School and with the ideals of open campus, the seminars sought to break down communication barriers between staff and students. At first, the seminars were widely attended by both teachers and students, and they even attracted student visitors from other schools. After a few months, however, they began to lose their appeal, and when some of the more radical students began to use the seminars as sounding-boards for their opinions,⁷ attendance, particularly on the part of staff members, fell off sharply, and the seminars were eventually discontinued. These early seminars suffered from the fact that they were held after school, which meant that many students who had jobs to go to or buses to catch could not attend them.

⁷Private communication from a JPCHS assistant principal, January 27th, 1970.

The second phase in the history of the seminars covered the first three months of 1970. In January of that year, the principal set up a steering committee of staff and students to reconsider the whole question of the student-staff communication seminars, which seemed to have outlived their usefulness in their original form. The steering committee recommended that the seminars should continue, that they should be somewhat more formally organized than had been the case previously, and that there should be a guest speaker on every occasion. Initially, three seminars were planned in the new series, and the first of these--on the semester system, open campus, and school climate--was held on March 11th, 1970. The attendance on this occasion was quite small (twenty-five students and ten teachers), and it was apparent that this type of seminar had fallen from favor completely. The remaining two seminars of the series were abandoned.

Phase three began in April, 1970, with the inspiration coming this time from the administration, who were still concerned about the problem of student-staff communication barriers. Plans are presently being made to revive the seminars in a new form. The chief departure from earlier practice lies in the fact that the proposed seminars are to be held during the school day, in a different block on each occasion. This arrangement will enable students and staff with spare periods to meet together to discuss common problems, and it could also provide a worthwhile activity for students who are not in class. The new proposal is really an extension of an arrangement which has existed at JPCHS since the introduction of open campus whereby staff members arrange

meetings in their preparation periods to discuss such questions as semestering, the philosophy of the School or of individual departments within the School, and open campus. The first seminar of the new series is due to be held in May, 1970.

V. OPEN CAMPUS AND STUDENT-STAFF INVOLVEMENT IN CURRICULUM PLANNING COMMITTEES

Student-Staff Curriculum Development Committees

The School Climate Commission (which will be described in greater detail in the next chapter) put forward two recommendations which are relevant here; one "to continue and strengthen the case of communication through student-staff planning committees," (37: 13) and another, in the area of curriculum, "to establish student-staff curriculum development committees similar to the one now operating in the social studies department." (37: 13) To date, progress toward the implementation of the latter recommendation has been slow, although most departments at JPCHS accept the idea of student-staff curriculum committees in principle. Three departments are planning to establish student-staff curriculum development committees in the near future. In two of these cases, the committees will also include former students of recent years who are now employed in business or in technological concerns. Presently, however, no department at JPCHS has a functioning student-staff curriculum development committee.

Questionnaires and evaluations. A number of departments do make regular use of questionnaires which give students the opportunity

to comment on the curriculum, the courses offered, and the types of instruction used in the department in question. (Examples of two of these department questionnaires are included in the Appendix to this study.) The use of questionnaires of this type may appear to be a relatively elementary form of student-staff involvement in curriculum development, but at least it is a positive move toward the ultimate objective of full-scale cooperative planning. In one or two areas, students and staff have already been involved in the actual development of a curriculum, notably, in 1968-69, in one Sociology 20 class.⁸ At the class level in many departments, students are regularly asked to give their evaluation of the programs being offered. The information received from these evaluations provides a realistic starting point for student-staff discussions with a view to program modification.

The Social Studies Curriculum Relevance Committee. As has already been pointed out, the social studies department at JPCHS was first in the field with a student-staff curriculum development committee. The Social Studies Curriculum Relevance Committee was set up early in the 1968-69 school year to examine and report on all aspects of the social studies programs then being offered at the different levels at JPCHS. This Committee consisted of eight students and five teachers, and was chaired at alternate meetings by a student and a staff member. Toward the end of June, 1969, the Committee presented a report on its

⁸This program lapsed at the end of the 1968-69 school year when both of the staff members involved in teaching it left the School.

work to the head of the social studies department. Some extracts from the report are given below.

Introduction

If the aim of the Social Studies Curriculum Relevance Committee was only to construct a suggested high school social studies curriculum, then it failed miserably. We did not come close to completing this task.

But such a Committee of students and teachers has other, and, perhaps, more important values. It provides an opportunity for dialogue between students and teachers. Thus the Committee, we believe, has helped to bridge the communication gap which existed, and still exists, between students and teachers. Another, and, perhaps, the most important value of this Committee is the opportunity it has provided for individual growth and involvement in education, and particularly in social studies.

Because we did not complete the task of constructing a suggested curriculum, and because of the dialogue and the opportunity for growth that this Committee provided, it is our recommendation that this Committee be re-established next year.

In some thirteen meetings, we listened to tapes and records, visited Strathcona Composite High School, met with one of our own English teachers, and had numerous discussions. Through these various activities, we attempted to define social studies, arrive at a philosophy of education, and discover some objectives or rationale for social studies in the high school. In the process of examining these things, patterns of discussion became evident--content, exams, and methodology.

Content

The relevancy of the current content of the social studies program was thought, by most students, to be almost nil Students singled out Social Studies 20 as being particularly irrelevant. They described it as dull because of its emphasis on facts and the memorization of facts. History, to most students, is also dull and irrelevant when it is not taught in the context of the present. It is suggested, therefore, that history should be taught only to explain and help in the understanding of the present.

.

. . . It was felt that, in an age of rapid change, what we need most is people who are generally educated. It was assumed that people who are generally educated will be more adaptable and flexible. Students felt, however, that they would like to be both generally and specifically educated

There was considerable discussion about the value and relevancy of the teaching of skills in social studies. It was generally felt that it is difficult to separate the teaching of skills from the teaching of content

Values are very much a part of social studies. But can they be taught? We agreed that individual values should be (and are inescapably) a designed and integral part of any social studies curriculum. Values should not be taught. We can, however, it was agreed, teach about values.

Exams

. . . Students did not like being taught a social studies course in which the teacher emphasized thinking and generalizations, but then subjected his students to a common exam which emphasized facts and memorization.

Methodology

. Students were particularly critical of the methods by which they are taught. They do not like lectures. They do not want to be talked at and to. They would rather be talked with. Moreover, most students felt that the best way for both themselves and their teachers to learn was through dialogue and discussion. It was felt by all members of the Committee that the teacher should become, in his teaching role, more of a resource person. However, most teachers on the Committee felt that resources at JPCHS are so inadequate both in organization and facilities that a teacher cannot teach in this way.

We discussed at length the idea of social studies and English teachers sharing blocks of students. This was generally favored by most members of the Committee, but it was felt by most that it could not be done within the present curriculum. If such blocks could be arranged, it was felt that the students together with their teachers should determine their own curriculum.

Conclusion

.

The Committee agreed on a number of things about education. Most agreed that education is not the acquisition of employable skills. Education should help the student (and the teacher) to understand and appreciate other people, regardless of how much they may differ from you or the norm. Education is self-actualization, that is, knowing who you are, and being comfortable with yourself. Education should help one to accept change. But specialization should be carefully avoided if we are to graduate from our schools people who are adaptable and flexible. It was felt, particularly by teachers, that education should not remain isolated and apart from the rest of society. Nor must we allow exams to interfere with the encouragement of creativity, originality, and self-actualization. (36: 1-3)

Discussion. It would seem that students and staff who are speaking of "the opportunity for dialogue between students and teachers;" "bridging the communication gap . . . between students and teachers;" "the opportunity for growth and involvement in education;" and "the encouragement of creativity, originality, and self-actualization" have already derived considerable benefit from the exercise of cooperative planning, and are well on the way toward producing a changed teaching-learning climate in their department. At the same time, it is significant that the Relevance Committee was not re-established in the 1969-70 school year, and that no cooperative curriculum planning in social studies has been undertaken since the Relevance Committee presented its report last June. This state of affairs appears to be related to certain problems involving student members of curriculum committees which came to light in the course of the Relevance

Committee's meetings. Some of these problems are outlined below.⁹

1. Student judgment in curriculum matters is sometimes suspect in that student opinions about a subject are more likely to be influenced by past educational experiences in that subject than by facts which are relevant to the subject itself. This applies especially to a subject such as history, where the student is almost totally dependent on the teacher.

2. The problem of selecting student representatives who constitute a reasonable cross-section of the student body appears to be almost insoluble. Technical, vocational and other non-matriculation students seem to have a short life on curriculum committees, and this soon leaves a group reflecting a point of view which is not totally representative of the school population.

3. Students are not always willing to do the outside work and extra reading necessary to enable them to discuss curriculum matters intelligently.

4. Although high school students are often quite vocal about what they do not want, they are usually much less decided about what they do want. Typically, in response to the question, "What would you like to study?" they can only reply, "Not the ancient Egyptians," or "Not what we are studying now." In other words, their contributions are often lacking in constructive elements.

5. High school students, especially those in grades 10 and 11, tend to take a short-term view of life and of their schooling.

⁹The writer is indebted to the social studies department head at JPCHS for much of the information contained in this section.

Consequently, their concepts of relevance, for example, are often confined largely to present issues.

6. Many students are still skeptical of administration and staff motives when joint planning committees are suggested.

The General Curriculum Committee

A framework for a General Curriculum Committee, consisting of student and teacher representatives from all of the department subcommittees, and the heads of each of the twelve departments in the School, has already been drawn up. This Committee cannot function, however, until all, or at least most of the departments have viable student-staff curriculum committees. When the General Curriculum Committee does begin its operations, it is intended that it will consider curriculum matters which affect the School as a whole, and make recommendations on these matters to the administration. The Committee will also discuss school-wide curriculum issues which are referred to it by the administration, and report back to the administration on these issues. The following are the stated objectives of the General Curriculum Committee, as well as of the department subcommittees:

1. To promote and to maintain student-teacher communication in matters pertaining to the philosophy and the objectives of the total curriculum in JPCHS.
2. To foster among students and teachers a sense of belonging and involvement in matters of curriculum development.
3. To critically evaluate the current curricular offerings (content, method, and materials) in JPCHS, with a view to making them relevant, and to increase the holding power of the School.

4. To develop new courses and methods.
5. To recommend to the administration, from time to time, additions to and omissions from the curriculum.

In addition to these overall objectives, the subcommittees and the General Committee have set themselves these specific tasks for the 1969-70 school year:

1. To develop an instrument for evaluation in each of the departments.
2. To draw up a statement of critical evaluation of a part or the whole of the curricular offerings in each department.
3. To plan and to develop a new unit of study in each department in any chosen area. (42: 1)

Discussion. The first of the specific tasks listed above seems to have been subsumed in the terms of reference of the General Curriculum Committee for Evaluating School Climate. (See Chapter 4.) There appears to be no evidence that any progress has been made toward accomplishing the second and third tasks. In any event, regulations governing matters of curriculum are still laid down by the Department of Education, so that there is a limit, at present, to the extent to which curricula can be shaped by the school, except in terminal courses.

Chapter 4

OPEN CAMPUS UNDER SCRUTINY: SOME INTERNAL EVALUATIONS
OF THE CONCEPT IN OPERATION AT JASPER PLACE
COMPOSITE HIGH SCHOOL

On a number of occasions over the past two years, the administration at JPCHS has sought to determine the attitude of students, teachers, parents and the community toward open campus. Both small-scale and large-scale evaluation procedures have been used. Below are details of three of the large-scale, formal evaluation measures which the administration has sponsored.

I. INVENTORY OF TEACHER OPINION

This inventory, which contained forty questions to be answered on a Likert-type scale, was completed by ninety-eight teachers in October, 1968, about two months after JPCHS adopted open campus. The responses revealed the following information which is relevant to the teaching-learning situation at the School:

-A total of 86.7% of the respondents declared that they were satisfied or very well satisfied with the School.

-76.5% stated that they had as much freedom as they wanted at JPCHS to use the teaching methods they believed to be most effective.

-77.5% felt that, all things considered, the School was doing a good or very good job.

-Only 1.0% of the teachers considered that too much of their time was spent in "police" duties (hall duty, cafeteria or yard supervision, etc.). 80.6% of the teachers reported that they had no "police" duties.

-88.8% stated that at JPCHS they had all or nearly all the academic freedom necessary for the most effective teaching.

-82.5% declared that, in general, they were very well satisfied or pretty well satisfied with the way they were treated by the people of the community.

-85.7% said that, in general, they had to contend with few or very few disciplinary problems at JPCHS.

-Only 8.2% felt that they were always or nearly always consulted sufficiently about proposed school policies which affected them or their work. A further 40.8% felt that they were usually consulted sufficiently about these matters.

-74.5% stated that they received from the administration all or most of the supervisory help they needed.

-82.6% declared that, all things considered, they were satisfied or very well satisfied with the way they were treated by the administration at JPCHS.

-82.7% said that, all things considered, they were satisfied or very well satisfied with their teaching position at JPCHS.

II. SCHOOL CLIMATE COMMISSION

Early in the School's second semester under open campus, the principal set up a School Climate Commission consisting of five teachers and six students to study the School's educational climate. In support of his decision to establish this Commission, the principal stated that:

Our young people are subjected to tremendous pressures by news media, advertising and the changing society. It is little wonder that they sometimes question the objectives of our educational institutions. Some are genuinely concerned about their future, and how they are being prepared for their adulthood. It is because students and teachers at JPCHS have felt this concern for the future that we have undertaken this study Students, parents and teachers will seek answers to questions about education in 1969 in the hope that these answers will help plan a

better School in the 1970's. (38: 1)

Operational Procedures

The Commission decided:

1. to design an opinionnaire on twelve different issues, to be given to students, teachers, support staff, parents and people in the community;
2. to conduct formal hearings at which anyone or any group might present briefs on the subject of the School's climate;
3. to operate, for one week, an open telephone line to receive and to tape comments on the School's climate;
4. to publicize widely the fact that the Commission was active. (37: 1)

The opinionnaire was completed by staff and students on a designated day. Student opinions were summarized by classes to show majority and minority reactions. Teacher opinions were considered separately. Opinions were received from forty-three classrooms, fifty-two teachers, six parents, and seventeen individuals who attended the five formal hearings; as well as from a group of Sociology 20 students, who were given two separate hearings. The twelve issues covered by the opinionnaire were clothing; smoking; hall and yard behavior; open campus; attendance; lunches; communication; drinking, gambling and drugs; assemblies; curriculum; subject work load and class size; and co-curricular activities.

The Commission's Report

In March, 1969, the Commission issued a fifteen-page report, of which Part II (Recommendations of the Commission) is

included as an Appendix to this study. In part I of its report, the Commission presented the following summary of the opinions gathered on the question of open campus:

A majority opinion of the students and teachers favors open campus, while a majority opinion of parents does not favor open campus. Both students and teachers suggested that open campus presents the opportunity for the learning and accepting of responsibility and trust. However, students and teachers, at the same time, favored tighter regulations with regard to attendance. The students indicated that they appreciated the non-supervised study hall. A minority opinion of students indicated that there should be more freedom with the open campus system. A minority opinion of the teachers indicated that there is a feeling that a double system is in operation, and that open campus should be extended to the staff. A majority opinion of parents suggested that open campus is a waste of the tax dollar, and that the student body should do no more than suggest ways of operating a school. A minority opinion of the parents agreed with the staff and student bodies' suggestion that open campus provides an avenue for teaching and learning responsibility.

The opinions expressed during the oral presentations favored open campus. There was the suggestion that open campus allowed the student to learn to accept responsibility and freedom with the logical consequences which follow any action. However, one suggestion was made that there is the danger, in the open campus system, of allowing the peripheral issues to control the thinking of those concerned, and, as a result, cause the real and important issues to become submerged.

The open campus system appeared to be favored by all groups because the student had the opportunity to exercise the right and responsibility of decision making, and this provided a more relaxed atmosphere in the School and in the home. A minority opinion of teachers said that the system relieved the teacher from supervision outside the classroom, and that it provided for better communication between student and teacher. (37: 4-5)

Among the suggestions offered to improve communication within the School community was a greater measure of student-teacher participation in school decision making. Under the heading of "Curriculum," opinions were expressed that students and teachers

should be able to communicate with regard to methodology. In answer to the question, "What is the role of the student in curriculum development?" the Commission reported that:

Students apparently did not understand the question, as there were very few responses. A few did mention that more say was needed by the students in the material to be studied, and that students should voice their ideas to the teachers. (37: 11)

Discussion

Although the opinioinaire provided some useful information on the operation of the open campus concept of school organization as it was perceived by students, teachers and parents, it had its limitations, a number of which are referred to in the Commission's Final Report. Chief among these limitations were: (1) the opinioinaire produced subjective responses only, (2) the classroom summaries were as subjective as the people who compiled them, and (3) many items on the opinioinaire were not answered. (37: 2)

The proportion of students and teachers in the School who completed the opinioinaire was not high (between 40% and 50% in both cases), and no more than 0.002% of parents responded.

A Second Opinioinaire

In addition to the opinioinaire on School climate, the Commission also prepared and distributed to teachers and students an opinioinaire on the semester system and the eighty-minute period. Two questions in the section on semestering in this opinioinaire were answered by students as follows:

44. Do you feel that open campus must exist if there is semestering?

	<u>Number</u>	<u>%</u>
(a) Yes	198	79.2
(b) No	33	13.2
(c) No opinion	16	6.4
(d) Not applicable	3	1.2
	<u>250</u>	<u>100.0</u>

45. Do you favor open campus?

	<u>Number</u>	<u>%</u>
(a) Yes	241	96.4
(b) No	5	2.0
(c) No opinion	4	1.6
	<u>250</u>	<u>100.0</u>

There were no questions relating to the open campus concept in the teachers' version of this second opinionnaire.

III. GENERAL CURRICULUM COMMITTEE FOR EVALUATING SCHOOL CLIMATE

This Committee was appointed by the principal early in April, 1970, and held its first meeting on April 22nd. The Committee consists of six parents, six students, and eight staff members, one of whom is the chairman. A preliminary notice sent to all members of the Committee sets out the reasons for establishing this Committee, and defines its scope:

Jasper Place Composite High School . . . is a student-centered school; as such, many traditionally delineated tasks and responsibilities have crossed rigid boundaries, and a new climate for learning and teaching has been generated. Many opinions have been formed and expressed on this new climate of our School.

Last year, a School Climate Commission, after surveying the opinions of students, teachers, and other individuals and groups, rendered its report. Its findings in the major areas of curriculum, behavior, student-teacher relationships, attendance, etc. confirmed the belief and the feeling that a new system

had emerged, and, hopefully, this open campus system was for the better. It is now time to re-assess the substantive nature, the operating procedures and the consequences of this system. What do students think? What do teachers think about this system? What do the parents and the community around us think about our School and its new system? What are its successes and what are its failures? (35: 3)

Objectives and Terms of Reference

The following are the specific objectives of the Committee:

1. To identify and clarify the definition of the open campus system as students, teachers and others perceive it.
2. To evaluate the attendance procedures.
3. To evaluate student behavior, and general attitude and discipline in the open campus system.
4. To evaluate the students' and teachers' morale under the open campus system.
5. To evaluate the curriculum--freedom of opinions, relevancy of the curriculum, changes in methodology, etc.
6. To evaluate student-teacher interaction.
7. To explore the students' and teachers' opinions about existing freedoms and responsibilities, and the extent to which further freedoms and responsibilities may be granted. (35: 3-4)

The immediate duties, and terms of reference of the Committee are: (1) to construct a questionnaire that is as objective as possible, and machine scorable, for evaluating the stated objectives, (2) to administer the questionnaire and to collect data, (3) to analyze the data, and submit a report on the findings to the principal, and (4) to make recommendations to the principal on any aspect of the climate of the School.

Discussion

The 1970 School Climate Committee differs from its 1969 counterpart, the School Climate Commission, in two significant respects. First, the composition of the 1970 Committee is predominantly adult--six parents, eight teachers and six students, compared with no parents, five teachers and six students on the 1969 Commission. Second, the 1970 Commission intends to design an evaluation instrument which will call for objective responses. The data provided by such an instrument will give much more valid information about the climate of the School than it was possible to obtain with the loosely constructed opinionnaire used in 1969.

Chapter 5

REACTIONS TO OPEN CAMPUS AT JASPER PLACE

COMPOSITE HIGH SCHOOL

In order to determine to what extent earlier School assessments of the open campus concept were still valid, and in an effort to make an impartial evaluation of the present situation, investigations were conducted at the School during the first four months of 1970. The results of these investigations, along with some other independent evaluations of open campus at JPCHS, are detailed in this chapter.

I. STUDENTS REACTIONS

Students' Understanding of the Term
"Open Campus"

In response to the question, "What do you understand by the term 'open campus'?" students identified more than thirty different components of the concept. These components and the frequency with which each was mentioned at the different grade levels are set out in Table 1.

Discussion. In view of the fact that open campus is commonly defined at JPCHS as "freedom with responsibility," it is significant that, whereas nearly one half of the students questioned used the word "freedom" in their responses, only one quarter used the word "responsibility." Another noteworthy feature of the responses was the number of students who stated that, in their view, open campus implies complete freedom in the matter of attending classes, with no records relating to attendance being kept, and no information regarding student absences being conveyed to parents.

Table 1

Components of Open Campus as Identified by Students
at JPCHS, and Frequency of Mention

Component	Frequency of mention			
	Grade 10	Grade 11	Grade 12	Total
	(26)	(51)	(23)	(N=100)
Allows students to skip some classes	14	40	18	72
Gives students freedom	13	27	9	49
Enables students to make own decisions	15	22	12	49
Gives students responsibility for own actions	7	11	7	25
Allows students to leave school during spare periods	2	9	5	16
Allows students to choose own programs of study	2	6	2	10
Involves no checks whatever on attendance at classes	1	5	3	9
Entails students being treated as adults	2	3	1	6
Allows unrestricted movement about the School	-	2	3	5
Reduces teachers' power over students	2	1	1	4
Has no dress regulations	3	1	-	4
Has smoking privileges	2	1	1	4
Teaches students that actions have consequences	3	-	1	4
Has no censorship	-	3	-	3
Gives students privileges	2	1	-	3
Has no punishments	-	1	1	2
Has reasonable rules	-	1	1	2
Makes homework optional	-	2	-	2
Is a good preparation for later life	1	1	-	2
Teaches students to think for themselves	2	-	-	2
Recognizes students' maturity	1	1	-	2
Takes students' views into consideration	1	1	-	2
Emphasizes informality	2	-	-	2
Gives students more rights	-	-	1	1

Table 1 (cont'd.)

Component	Frequency of mention			
	Grade 10	Grade 11	Grade 12	Total
	(26)	(51)	(23)	(N=100)
Involves more open curriculum	-	1	-	1
Entails improved methods of teaching	-	1	-	1
Has no home rooms	-	1	-	1
Allows students to fraternize in hallways	-	1	-	1
Allows students to wear their hair long	1	-	-	1
Respects students' individuality	-	1	-	1
Allows vending machines in School	-	-	1	1

Aspects of Open Campus Which Students Like

In answer to the question, "As a student, what aspects of open campus as it is practised at this School do you like?" students noted twenty-five separate aspects of open campus. These aspects and the frequency with which each was mentioned at the different grade levels are set out in Table 2.

Discussion. Significant features of these responses were: (1) only one favored aspect of open campus was mentioned by more than one quarter of the respondents, (2) only five per cent of the respondents mentioned better student-staff relationships as an aspect of open campus which they like, and (3) a grade 10 student was the sole respondent who likes open campus because it gives students a voice in school decision making. ("Before a decision is passed, students get to put their ten cents worth in.")

Aspects of Open Campus Which Students Dislike

Twenty-four aspects of open campus were recorded by students in answer to the question, "As a student, what aspects of open campus as it is practised at this School do you dislike?" These aspects and the frequency with which each was mentioned at the different grade levels are set out in Table 3.

Discussion. The most noteworthy feature of these responses was the relatively high proportion of students (44%) who expressed dissatisfaction with aspects of the current attendance procedures.

Table 2

Aspects of Open Campus at JPCHS Which Students Like,
and Frequency of Mention

Aspect	Frequency of mention			
	Grade 10	Grade 11	Grade 12	Total
	(26)	(51)	(23)	(N=100)
Allows students to skip some classes	16	19	10	45
Gives students freedom	7	9	6	22
Enables students to make own decisions	8	8	3	19
Gives students responsibility for own actions	6	6	5	17
Has no supervised study halls	1	12	4	17
Provides smoking areas	6	5	2	13
Allows unrestricted movement about the School	2	7	3	12
Has no punishments	3	1	2	6
Improves classroom atmosphere	-	1	4	5
Enables students to know teachers better	-	3	2	5
Has no dress regulations	3	1	1	5
Provides opportunities for students to gain maturity	1	2	2	5
Gives students privileges	3	-	1	4
Enables students to voice their opinions	2	2	-	4
Allows students to choose own programs of study	1	3	-	4
Makes students feel more like adults	2	1	1	4
Entails less pressure from teachers	2	-	2	4
Makes school more enjoyable	-	2	-	2
Places trust in students to use their own judgment	1	-	-	1
Gives students a voice in decision making	1	-	-	1
Allows students to wear their hair long	1	-	-	1
Has no home rooms	-	1	-	1
Respects students' individuality	-	1	-	1
Enables students to learn from their mistakes	1	-	-	1
Like everything about open campus	2	3	-	5

Table 3

Aspects of Open Campus at JPCHS Which Students Dislike,
and Frequency of Mention

Aspect	Frequency of mention			
	Grade 10	Grade 11	Grade 12	Total
	(26)	(51)	(23)	(N=100)
Sending letters to parents about absences from class	5	15	11	31
Abuse of open campus privileges by some students	10	5	2	17
Being able to skip classes	3	3	-	6
Noting absences on report cards	-	3	2	5
Failing students with more than ten absences from class	1	1	3	5
Giving students too much freedom	4	1	-	5
Teachers' inconsistency in enforcement of rules	-	4	-	4
Lack of communication	3	1	-	4
Reducing grades because of missed classes	1	1	1	3
Being tempted to miss classes	-	2	1	3
Gradual loss of earlier privileges	-	-	2	2
Allowing smoking in the cafeteria	-	2	-	2
Poor administration	-	2	-	2
Not being able to select own teachers	-	2	-	2
Student and staff apathy	1	1	-	2
Treating students like numbers	1	-	1	2
Having only one grade coordinator	-	1	-	1
Providing insufficient freedom of choice	-	1	-	1
Giving students smoking privileges	-	1	-	1
Tolerating sloppily dressed, dirty students	-	-	1	1
Allowing fraternizing in hallways	-	-	1	1
Allowing students in hallways to disturb classes	-	1	-	1
Locking out late students	1	-	-	1
Dislike everything about open campus	-	4	2	6

Students' Views on the Reality of Open Campus
at Jasper Place Composite High School

A total of 42% of the respondents expressed some measure of doubt about the reality of open campus at the School. The percentages of these respondents by grades were as follows:

Grade 10 : 7.7%

Grade 11 : 41.2%

Grade 12 : 82.6%

Twelve per cent of all respondents said that, in their view, open campus does not exist at all at the School, and a further twenty-one per cent said that JPCHS has only a partial form of open campus. Five per cent felt that open campus was real when the concept was first introduced at the School, but that, since that time, students' freedoms have been gradually whittled away. Four per cent stated that, in their opinion, JPCHS is not as open in practice as in theory, or, to quote the words of one grade 12 student, "not as open as it is advertised to be."

Discussion. A significant proportion of the students who answered the questionnaire apparently feel that what is being described as open campus at JPCHS is really only, at best, a modified form of the concept, at least as they, the students, understand it. Perhaps these students are expecting too much, and are tending to polarize the concept of open campus, instead of locating it somewhere on the continuum between rigid control and total freedom?

Negative Student Reactions to the Freedoms
of Open Campus

The responses to the questionnaire also revealed that there

are numbers of students at JPCHS, particularly in grades 10 and 11, who recognize that they cannot trust themselves to use the freedoms of open campus wisely. These students acknowledge that they need firm guidelines within which to operate at school if they are to succeed in their studies. They admit that, for them, open campus is "too big an adjustment to make," and that they are "just not mature enough to accept the responsibility." Some claim that students have even dropped out of school because of these difficulties:

A lot of kids that I know personally have quit school mainly because they could not force themselves to attend class, and the absences got them into so much trouble, both at home and at school, that they decided the easiest way out was by leaving school.²

Typical of the students who find themselves disillusioned by open campus is a contributor to the September-October, 1969 issue of Highlights. Under a headline which sets the tone for the whole article ("'Teach me to use freedom,' cries bewildered student"), the writer admits that:

I don't want all this freedom; neither do many other students. Many of us want, and need, certain guidelines. We are no different than adults who must in their everyday work follow certain guidelines.

The writer claims that "it just isn't reasonable to expect a grade 9 student to mature overnight because he has walked into a high school," and that "high school alone is a new experience which needs adjusting to." He pleads for rules, guides and advice as to what to do and what not to do, on the grounds that:

We are only 'kids' who will take advantage

²Comment of a grade 10 student, aged fifteen.

of everything, just like the teachers did when they were young. Only in THEIR day there were rules and regulations and some discipline to help them get back on the track. Now, we have to put ourselves on the proper track, and very often it is too late.

Discussion. Some will say that students who cannot discipline themselves to attend classes would probably be drop-outs under any system of school organization, and that students who cannot manage without strict rules and regulations at high school will experience major difficulties when they reach the university. The fact remains that a proportion of JPCHS students acknowledge that they fall into these categories, and admit that they feel frustrated by a system which, they claim, "has been permitted to develop in the wrong way." Whether open campus is flexible enough to accommodate those students who want to have "the benefits of the old system" while still retaining "a certain freedom of movement," (51: 1) is another question.

II. STAFF REACTIONS

The interviews conducted with staff members revealed a wide variety of reactions, ranging from those teachers who stated that open campus had had little effect on their educational philosophy, and even less effect on their classroom practices, to those who were convinced that open campus had given them a new outlook on teaching, and an entirely different kind of role to play in the classroom. The various reactions of teachers to the main aspects of open campus are summarized below.

Attendance of Pupils at Scheduled Classes

On this issue, staff were in fairly general agreement on the following points:

1. The overall extent of absenteeism in the School is not appreciably greater now than it was in pre-open campus days. This is particularly true in the elective subjects and in subjects involving a good deal of practical work. One teacher of physical education reported that, in his subject, open campus has made no difference to the boys' attendance, although girls do tend to skip more physical education classes under open campus.
2. Whether students attend classes regularly or not depends to a very marked extent on peer-group influences.
3. Another most important factor in determining pupil attendance patterns is home circumstances. In this connection, it was pointed out by teachers that extremes of control can have the same adverse effect on pupils' attendance. Students who come from very strict homes sometimes assert their independence by acts of bravado which include missing classes at school, while those who come from lax homes often lack the self-discipline which is indispensable to the proper exercise of the concept of freedom with responsibility.
4. The effects of student absences are much more serious in some subjects (for example, skill subjects) than in others.
5. The present attendance regulations relieve staff of clerical work, and enable them to give more time to instruction and to helping individual students.
6. There is definitely less absenteeism in the second semester than in the first.
7. Almost all parents appreciate receiving telephone or personal calls from teachers regarding their children's attendance at school. For their part, teachers are glad of this opportunity to talk to parents, and to show their concern for their students. Sometimes these calls reveal conflicts in the parental situation, and they also furnish other information which enables the teacher to understand better the difficulties under which a

particular student may be laboring.

Staff members were divided in their opinions on whether all students, particularly those in grade 10, are capable of responding intelligently to the open campus concept. Almost half of the teachers interviewed considered that, for various reasons, the average grade 10 student is not able to handle the freedoms associated with open campus. These teachers pointed out that many grade 10's are now reaching senior high school at the age of fifteen, and, in some cases, even fourteen, at which point in their lives they are often not mature enough to assume a large measure of responsibility for their own actions. Many of these students come to JPCHS from rigidly controlled junior high schools, and, having had little or no practice in disciplining themselves, they are often overwhelmed by the privileges of open campus, particularly those concerned with attendance at classes. The younger students are also more inclined to take a short-term view of the school situation, and, consequently, to misjudge the effect on their studies of absences from class. The teachers making these observations considered that, in the case of many grade 10 students, the freedoms of open campus contribute materially to failure in school courses, and that failure is too high a price to pay for these freedoms. One teacher favored a dual system, with the fullest possible degree of personal responsibility accorded to grade 12 students, but with hard and fast guidelines for the grade 10's.

On the other hand, a number of the teachers interviewed, while recognizing that open campus does represent a sudden change

for some, were of the opinion that those students who fail their courses because they abuse the freedoms of open campus are learning an important lesson--that they are responsible for their own actions, that all actions have consequences, and that whatever happens as a result of their actions they have brought on themselves. These teachers considered that the immature student can learn responsibility through open campus, and that failure, particularly in a semestered course, is not too high a price to pay for a salutary lesson on what life is like.³ One teacher said that, in her experience, the grade 10's, although they were the worst offenders in the matter of attendance, could be induced to reform relatively easily. Grade 12 absentees tended to be more chronic cases, and it was difficult to get them to return to class permanently.

Dress

A small group of teachers expressed their concern about some aspects of students' dress, especially the wearing of slacks and jeans by girls. These teachers considered that boys tend to show girls less respect when they are so dressed. In some vocational classes, long-haired boys could be a danger to themselves, and, in the interests of their own safety, students in this category have been denied the use of machines, and entry to the welding bays (but not attendance at class) if they were not prepared to wear a net. Similarly, slivers of metal on the

³When the question "Do you think that failure in school courses is too high a price to pay for the freedoms of open campus?" was put to the eighteen teachers interviewed, eight answered "yes," seven answered "no," and three had no comment to make.

floors of the metal shops, and the possibility of a boy dropping a bale of paper onto his foot in the print shop rule out bare feet in these places at all times of the year.

Behavior Outside the Classroom

Several teachers commented that, in the early days of open campus, students moving noisily about the halls did cause some disruption to classes in session. However, staff were generally agreed that this happens relatively rarely now. A small number of teachers said that they were uncomfortable about the intimate displays of affection which still take place occasionally in the halls.

Students with Spare Periods

Most of the teachers interviewed favored the present arrangements for students with spare periods. Only one teacher expressed the opinion that spares should be filled, on the grounds that idleness is not education.

Classroom Discipline

Teacher after teacher reported that open campus had almost eliminated disciplinary problems in the classroom. They attributed this situation largely to the freer attendance regulations, and to more relaxed student-staff relationships. On the other hand, some teachers pointed out that open campus had made little difference to classroom discipline in, for example, certain vocational classes, where enrolments have always been comparatively small, sessions have always been long, written assignments have never been particularly

demanding, team work, with staff and students working side by side, has always been the basis of instruction, and student absenteeism and lack of interest have rarely been problems.

Student Freedoms

Many teachers expressed the opinion that the freedom accorded students under open campus to choose their own programs of study is a tremendous improvement on the old system of "package deals." Also, being able to cross departmental lines enables students to build programs which are broader in concept, and better balanced. Open campus has been particularly advantageous to students in the trades and services department, where a minimum of compulsory courses, and flexible entrance requirements have paved the way for such educational and vocational opportunities as work experience in outside industry. Teachers of technical subjects have also found that students respond well to being permitted to work on their own projects rather than on assigned projects.

Student-Staff Relationships

Staff members were in general agreement that the introduction of open campus at JPCHS has done much to bring about an improvement in student-staff rapport. They considered that the factor which has contributed most to this state of affairs has been the disappearance of almost all of the supervisory duties and patrol work formerly carried out by teachers. Teachers felt that the fact that they are no longer cast in two roles--"policeman and advisor"--makes it easier for students to accept them as approachable, helpful and concerned.

Summary

Teachers at JPCHS seem to agree that they can get closer to their students under open campus. Many of them also feel that open campus has produced a noticeable improvement in classroom atmosphere. Teachers appreciate the fact that they now have a good deal of professional freedom--freedom to organize their own courses, to choose their own teaching methods, and to arrange their own testing and evaluation programs. Staff members are quick to recognize that the open campus concept holds much of value for the mature and sincere student, particularly if he plans to go to the university. On the other hand, some teachers are of the opinion that the concept is not suited to the student who lacks self discipline, and who needs constant prodding. These teachers feel that controls are still necessary, and that, when students neglect their responsibilities under open campus, controls should be intensified until the gap between the exercise of freedom and the exercise of responsibility is closed. Staff members acknowledge that freedom with responsibility is a difficult concept for students to grasp, even if only, as one teacher noted, because the responsibility involved is primarily an intellectual responsibility, and most adolescents are still at the stage where they can handle practical responsibilities more successfully than they can handle intellectual responsibilities.

III. REACTIONS OF THE ADMINISTRATION AND THE COUNSELLING SERVICES

Principal

It is apparent that the principal is pleased with the way the School is adapting to open campus. He has gone on record quite frequently in support of his belief that the new system of organization is working well, and that the students are, for the most part, using wisely the freedoms associated with the open campus concept. Typical of his comments on this point is the following:

I have a feeling that the vast majority of students here are responding positively (to open campus). They enjoy and appreciate the openness, that is, the honesty and willingness to meet on middle ground and discuss things. (56: 4)

The principal acknowledges that, under open campus, "the irresponsible student may get hurt," (59: 17) but he is convinced that people who are free to make their own choices must learn to accept the consequences of their actions, and that "they are better off learning this at fifteen when they can start over, than at twenty-five when there are very few second chances." (59: 17) In the principal's judgment, open campus has a "humanizing" as well as a "liberalizing"⁴ effect on school organization, and is "a step in the right direction to equipping young people for life in society." (56: 4)

⁴See, in this connection, the article "Open Campus Schooling Success at Jasper Place," in The Edmonton Journal, March 19th, 1969, p. 17.

Assistant Principals

The chief reaction of the assistant principals at JPCHS to the introduction of open campus has been one of satisfaction that student discipline problems, which once occupied a good deal of their time, have now "dwindled away to almost nothing." (60: 3) As a result, the assistant principals are presently able to make themselves much more readily available to both teachers and students in an advisory capacity. They can also do better justice to their various administrative duties.

Counselling Services

The department head of counselling services at JPCHS reports that he enjoys working under open campus with its absence of rigid structure, and that he feels that the concept has given staff and students at the School room to grow as persons. The counsellors at the School look on open campus as a system which provides a more individualized, human approach to education, and one which goes a long way toward meeting the needs of students in terms of total life. Reaction on the part of the counsellors to the freedom students have at JPCHS to select their own programs of study has been particularly favorable, even though the wider choices now available to students have resulted in a considerable increase in the demands made on the counselling services. The counsellors are convinced that an "assembly-line" program is quite inadequate for today's students, and that education, to be a meaningful experience, must be relevant for each student. They consider that the open campus concept of school organization, with its emphasis

on the individual, has much to contribute to the task of providing each student with meaningful and relevant educational experiences.

IV. PARENTS' REACTIONS

The reactions of parents to open campus have always been difficult to assess, largely because so few parents have ever expressed themselves openly on the topic. As has already been noted, only six parents completed the 1969 School Climate Commission's questionnaire, even though the activities of the Commission were publicized on radio and television as well as through the students, and parents were specifically invited to give their opinions.

The principal reports that over the past two years very few parents have telephoned the School or written in to complain about any aspect of open campus, and, during the same period of time, The Edmonton Journal has published only one letter from a parent⁵ criticizing the way JPCHS is run.

During the first semester of the operation of open campus at JPCHS, members of a Sociology 20 class conducted a survey among parents in the School area which did throw some light on parental reactions to at least one aspect of open campus. This survey sought to obtain parents' views on the question of students at JPCHS being allowed to smoke in certain designated areas of the School, and some seven hundred and eighty-four parents gave their opinions on this issue. A summary of the results of this survey is included as an Appendix to this study.

⁵On March 26th, 1970.

V. INDEPENDENT REACTIONS

The Cowan Report

On June 3rd, 1969, Saul Cowan, a trustee of the North York (Toronto) Public School Board, accompanied by two school guidance heads, visited JPCHS. Mr. Cowan, believing that "one of the most critical problems (in education today) lies in the area of student freedom and permissiveness," (34: 1) wished to see for himself whether "methods applied to a small experimental school with limited class sizes work with large, modern, composite schools." (34: 1)

The visitors spoke with one of the assistant principals, interviewed students in the halls, and then conferred with some teachers.

Although Mr. Cowan and his associates were in the School for a relatively short time, they seem to have been impressed with what they saw, as the following observations show:

Morale, always a problem in our schools, is obviously high (at JPCHS). The maturity and self-image of the students whom the three of us interviewed were of a superior level, and from our conversation with them I would say that the self-awareness resulting from their freedom was beautiful to listen to. (34: 2)

.

. . . From the three sets of students interviewed, there is apparently a great increase in communication between students and teachers, a great decrease in fear of the teacher and the system, and a definite improvement in the sense of responsibility for one's own actions. (34: 2)

.

. . . it would appear that the plus factors far outweigh the deficiencies (of open campus), and that, given the bedrock of efficient, competent and enthusiastic leadership, we need not fear the relaxation of the inflexible and authoritarian methods of the past. (34: 4)

Report of the Department of Education

A very much more searching inspection and evaluation of JPCHS was carried out by a team of fifteen officers of the Department of Education from January 17th to January 21st, 1970. This team, which comprised ten high school inspectors from various areas in Alberta, the Edmonton Board's Associate Director of Curriculum, an Edmonton supervisor of guidance, an Edmonton supervisor of industrial arts, an Edmonton school libraries consultant, and a Calgary supervisor of physical education, had the following functions:

1. To observe teaching methods.
2. To ascertain whether the objects of the high school courses were being satisfied.
3. To note the attitude and response of pupils.

A report on this inspection, covering some forty-nine pages, was made available early in April. The report stated that "it will be the main purpose of this entire report to attempt to assess how well the Jasper Place Composite High School is, in fact, meeting the needs of its young people." (40: 1) It also acknowledged that "if schools could be categorized on the basis of the degree to which they develop around the student as an individual, then Jasper Place Composite High School would be regarded as a student-centered school." (40: 1) Under the heading of "Administration and Organizational Structure," the inspectors' comments included the following:

The general attitude of the administrative staff and teachers of this School is one of concern for the student as an individual. (40: 1)

.

. . . the main emphasis is to provide adjustments based on the premise that individuals differ, rather than attempting to pursue organizational policy and the application of rules and regulations. . . . This School has made a remarkable move toward an open climate type of student control. (40: 2)

.

A highly commendable aspect of the communications network is that it provides a flat rather than a pyramidal structure, and facilitates intercommunication directly with all levels of the school organization. (40: 3)

Under the heading of "School Climate," the evaluation team noted that:

The general impression gained . . . is that a friendly, cooperative relationship exists between the administration and the teachers and students of this School. The open campus concept is favored by the majority of teachers and students. The fact that limitations or controls are maintained relative to student deportment and achievement in class work is accepted positively by most students. The freedoms permitted relative to dress, class attendance, and supervision outside of scheduled classes are accepted as desirable elements in the process of maturation of the young people concerned.

Channels of communication are evidently open. Students, in general, perceive that teachers and the administrators of the School are approachable, and interested in them and their work.

The students met in the various classes tended to be serious-minded, and eager to pursue their studies. A generally positive attitude on the part of the students toward the School as a whole is evident. A very positive approach to school climate is taken by the student body as a whole

.

The overall reaction of the visiting team relative to school climate at Jasper Place Composite High School is favorable. The open climate campus, as presently functioning, appears to be supporting and facilitating a viable educational program for a large majority of the students in attendance. (40: 3-4)

In the second section of the report, which deals with the functioning of the various departments in the School, the inspectors made repeated references to the fact that "the open climate was utilized to enhance the educational atmosphere."

In their comments on the English department, the evaluation team noted that:

Student reaction in classes observed indicated good teacher-student rapport. . . . Discussions with students revealed a positive response to instruction, curriculum, and school climate, but indicated a mixed reaction to attendance procedures, and a negative reaction to classes in which teachers assumed an authoritarian role in instruction. (40: 16-17)

The report on the vocational and technical education department commends the student-orientated approach employed, and also draws attention to a most important advantage which results from allowing students to plan their own courses:

The administrators are to be commended for the freedom granted students to select their courses irrespective of program or stream. This has resulted in a fair number of matriculation students enrolling in at least one five-credit technical course. It has also broken down the bifurcation of the student body into vocational and academic groups. [Underlining not in the original.] (40: 24)

In the home economics department, the inspectors observed that "very good rapport exists amongst the department head, the three teachers, and the students," (40: 27) and commented on the department's use of "commendable innovations which develop student responsibility." (40: 28) With reference to the school library, the evaluation team noted that:

Reports indicate that the open climate atmosphere has resulted in a marked difference in student attitudes toward library use. They now come with the specific purpose of using

materials. (40: 30)

The report on the social studies and social sciences department concludes with this comment, which sums up much of what the open campus concept of school organization embodies:

The teachers show commendable concern relative to the personal and academic welfare of their students. There is evidence of a mature, cooperative relationship between the students and the teaching staff, not only in this department but generally throughout the School. (40: 47-48)

Chapter 6

STRENGTHS AND WEAKNESSES OF OPEN CAMPUS:

AN ANALYSIS OF THE CURRENT SITUATION AT

JASPER PLACE COMPOSITE HIGH SCHOOL

The fact that JPCHS has been operating under open campus for a relatively short period of time--no more than eighteen school months--necessarily limits the validity of any attempt to evaluate the effectiveness of the concept as a system of school organization. Further, the analysis offered in this chapter is derived not from statistical evidence but from perceptions based on observations and interviews. The intention here is to bring into prominence the apparent strengths and weaknesses of open campus as it is practised at JPCHS by examining the effect which the concept appears to be having on the students, the teachers, the counselling services and the principal; and on student behavior, the teaching-learning situation, the holding power of the School, scholastic attainment, and attendance.

I. OPEN CAMPUS AND THE STUDENTS

Impact of the Concept on Students

It is difficult for an observer to avoid the impression that open campus has not, as yet, made a really significant impact on the majority of the students at JPCHS. They seem to take very much for granted the fact that the administration of their School is endeavoring to develop the kind of organization which will "best serve the needs of students," (40: 1) and the only aspect of open campus which appears to be really important to many of

them is the freedoms associated with the concept. It is true that there have been, over the past two years, a number of movements on the part of students to resist abuses of the open campus system by some members of the School community. When it seemed likely, in November, 1969, that the Board of Health would close the School cafeteria unless something was done to maintain reasonable standards of cleanliness there, the students themselves organized and conducted a clean-up campaign, which effected a considerable improvement in the area, and elsewhere in the School. A successful campaign was also mounted by the students earlier in 1969 against wanton damage to the physical plant by irresponsible elements in the School. Even these movements, however, appear to have been a response by a proportion of the student body to a lead given by a small number, rather than a spontaneous uprising of students in defense of their system of school organization. Examples of individual students who really believe in open campus are not hard to find (witness the two students who wrote recently to the newspaper in reply to a letter to the editor which criticized JPCHS's system of operation¹), but evidence is lacking that open campus, apart from its freedoms, means very much to the bulk of JPCHS students.

Student Apathy

References in the student newspapers to general student apathy at JPCHS are more frequent now than they were two or three years ago, (53: 2, 3; 54: 2; 55: 4) and even the Students' Union has

¹See The Edmonton Journal of April 1st and April 17th, 1970.

met with its share of student indifference. The election of new officers for the 1970-71 school year, due to be held on February 13th, 1970, had to be postponed because of lack of interest on the part of the student body, and in the March 13th, 1970 issue of Highlights the editor asked, "When a School of this size . . . has such meager feedback from the students, is it any wonder that our Student Council threatens to quit?"

Student Involvement

The level of student involvement at JPCHS is also very low. Students do not seem to perceive open campus as having anything to do with giving them a voice in school decision making, and, outside of the social studies department, their impact on such matters as curriculum development appears to have been almost negligible thus far.

Reasons for Students' Lack of Interest in Open Campus

The general lack of interest displayed by students in open campus appears to be connected, at least to some extent, with problems of communication. The size of the School makes it difficult for the administration to keep its perception of the concept of open campus before the student body. There also seems to have been an initial weakness in expounding the concept to students which has never been completely overcome. Two or three communication seminars have been devoted to a consideration of open campus, and the counselling services' orientation program informs prospective students about the School's system of operation, but it seems

strange that publications like the student information folder continue to make no mention at all of open campus and what it stands for.

II. OPEN CAMPUS AND THE TEACHERS

Impact of the Concept on Teachers

Many staff members at JPCHS accept open campus as a realistic device which helps students to mature in attitudes and ideas, provides them with opportunities to develop a sense of responsibility, and encourages them to display initiative and independence. These teachers are willing to listen to students, and they acknowledge that students have much to contribute in such areas as school planning and curriculum development. Judging from the interviews with teachers conducted in the course of this investigation, many of the teachers who fall into this category are younger members of staff. On the other hand, a number of teachers at JPCHS, of whom a fairly high proportion seem to be older teachers, are not in sympathy with the open campus concept. In some cases, these teachers simply refuse to accept the new system, and "stay with the old rules to the letter."² They assume "an authoritarian role in instruction," (40: 16) they demand written explanations from parents to cover student absences, they take student absences from class into account when assessing grades, and they even lock their doors against late-comers.

²Comment of a grade 11 student.

Effect of Inconsistency in the Application of Open Campus

Differences among teachers in the application of the open campus concept tend to confuse and dishearten the students. These inconsistencies also impair the viability of open campus as a system of school organization.

Difficulties Involved in Obtaining Consistency

There appears to be no easy solution to the problem of obtaining consistency in the application of open campus. It would be contrary to the spirit of open campus to hedge in teachers with regulations concerned with the operation of the concept, and such regulations would, in any case, be incompatible with current principles of teacher autonomy and professionalization.

Open Campus and Staff Stability

Open campus does not seem to have had any unsettling effect on the School staff. The number of teachers who applied for transfers out of JPCHS during the 1968-69 school year--six--was exactly the same as the number of those who asked for transfers from other city high schools, and listed JPCHS as a school at which they would like to teach.³ The turnover of staff at JPCHS at the end of the School's first year under open campus was approximately 17% of the total teacher strength. This figure

³There are, of course, many reasons which induce teachers to apply for transfers other than dissatisfaction with their present school.

compares favorably with the Edmonton high schools' average annual staff turnover rate of 18-20%.⁴

III. OPEN CAMPUS AND THE COUNSELLING SERVICES

Since the adoption of open campus at JPCHS, the School counselling services have developed at least two completely new programs in an effort to meet students' needs more fully. These developments have been prompted by the conviction of the counsellors at JPCHS that "the influence of the total environment of the child (i.e., out of school as well as in school) is of paramount importance to the way in which he makes decisions, and to the level of achievement to which he aspires." (33: 1)

Orientation Program for Junior High Schools

In order to acquaint prospective students more fully with the School, its courses of study and its system of organization, the counselling department has this year set up an orientation program, which it offered to all of its contributing junior high schools in February and March. This program, in four stages, involves counsellors and teachers from JPCHS visiting all of the feeder junior high schools. These advisors first speak at an assembly of all grade 9 students, and then meet the students in small groups for discussion about JPCHS, what it offers, and how it is run. An evening meeting for parents of grade 9 students

⁴This information on staffing was supplied by the Edmonton Public School Board's Director of Staffing, Mr. L. Garrett, and obtained for the writer by Dr. E. A. Mansfield.

is also scheduled for each school. At these meetings, counsellors and teachers from JPCHS answer questions from parents about high school planning and organization.⁵

Jasper Place Parent Groups

The purpose of the parent groups was:

1. To provide parents with an opportunity to explore their own thoughts and opinions about issues that arise while bringing up children.
2. To provide parents with the opportunity to meet and get acquainted with a wide variety of people who are employed in the helping professions.
3. To provide the School counsellors with an opportunity to meet parents, and to meet others who are in the helping professions outside of the school setting. (33: 2)

A series of five weekly meetings was established, and applications from parents to attend the first series of meetings, held in the first semester of this school year, filled all one hundred and fifty available places within a few days. A second series, held early in 1970 and accommodating a similar number of parents, filled equally rapidly. Each week, an authority on the subject to be considered introduced the topic to the total group, after which discussion groups were held. The topics examined in the first series were: (1) intra-family communication, (2) discipline, (3) sex and interpersonal relations, (4) drugs and alcohol, and (5) the world of work. (33: 3) Currently, a steering committee

⁵These details are taken from a memorandum to junior high school administrators and counsellors, issued by the counselling services department head at JPCHS, and dated February 6th, 1970.

is considering the possibility of a further series of discussions to which children would also be invited.

IV. OPEN CAMPUS AND THE PRINCIPAL

One of the strengths of open campus at JPCHS is the determination shown by the principal to recognize the problems which are associated with running an open campus school, and to acknowledge that the concept in operation can create conflicts in some areas of school organization. Presently, the principal is concerned in particular about the question of student involvement, the problems posed by the size of the School, the effect on open campus of possible reductions in financial allocations to the School, and the problem of divided loyalties.

Student Involvement

The principal is aware that student involvement in the important affairs of the School is currently at a low ebb. (53: 3) In an effort to improve this situation, he has appointed six students to the recently established General Curriculum Committee for Evaluating School Climate. One of the specific objectives of this Committee is to evaluate student and teacher morale under the open campus system. Another of the Committee's objectives is to evaluate student-teacher interaction. Consideration of this topic will inevitably entail an examination of the whole question of student involvement in such matters as curriculum planning and school decision making.

The Size of the School

The principal recognizes that the size and complexity of the School are already having an adverse effect on communications and relationships. Next year, when the new tower addition to the School is completed and the enrolment increases to something over 2,500 students, the chances of the atmosphere at the School becoming even more impersonal, and the task of maintaining individual contact even more difficult, will be increased. The principal is planning to meet this situation by reorganizing the administration of the School on a "house" basis, which would "break the large unit into smaller working units so that the kind of personalized service students are entitled to can, in fact, be provided."

(52: 8)

Effect of Financial Restrictions

The matter of the availability of finance seems likely to become a major problem at JPCHS, and elsewhere, next year. Limitations on staffing will inevitably follow in the wake of the current financial restrictions, and any cut-back on staff is bound to restrict the operation of the open campus concept at the School. The principal can foresee that it may be necessary to limit students to a maximum of seven courses in any one year. A reduction in financial allocations to schools could even lead to the imposition of more controls at JPCHS in the interests of reducing maintenance costs. Such moves would represent a quite significant erosion of some of the basic tenets of the open campus concept.

The Problem of Divided Loyalties

Any attempt on the part of a principal to make his school more student-centered will soon bring him face to face with the problem of his divided loyalties. How is he to reconcile the allegiance which he owes to his electorate (School Board and parents) on the one hand, and to his clients (students) on the other? In particular, the freedoms associated with open campus are likely to produce conflict. Some examples of the kinds of conflict which open campus can create are given below.

Some features of open campus

Conflict created

Smoking allowed

Most students approve, but--

- (a) School Board regulations prohibit smoking by students on school premises;
- (b) some parents object;
- (c) officials of the Board of Health comment on the unhygienic conditions, partly produced by smoking, in the school cafeteria.

Attendance regulations
relaxed

Most students approve, but--

- (a) some parents object;
- (b) some local residents object;
- (c) some teachers object. (Production line work and project work are upset by absentees.)

Reporting student
absences to parents

Many students object, but--

- (a) most parents expect this to be done;
- (b) many teachers feel that this ought to be done.

V. OPEN CAMPUS AND STUDENT BEHAVIOR

The Effect of the Absence of Formal Rules

It is quite apparent to the observer that the absence of formal rules has not led to chaos at JPCHS. On the contrary, students move about the School in a relatively orderly manner, and there is a conspicuous absence of unruly behavior in areas where students congregate, such as the cafeteria. There has been no increase in damage to school property since the introduction of open campus, and maintenance costs are no higher now than they were in pre-open campus days. (60: 3)

Classroom Discipline

Classroom behavior at JPCHS is at least as good as any observed in other high schools in the City, and, when students do overstep the mark, punishments are still meted out. On one occasion when the investigator was present, a class which had been abusing a break which the teacher allowed the students to take between consecutive afternoon blocks had their break privileges cancelled for the following two weeks. It is significant that the entry in the 1969-70 Faculty Handbook under the heading "Discipline" runs to only nineteen words. In the 1966-67 issue of the same publication, comments under "Discipline" covered two pages, and separate pages were devoted to such topics as "Detentions," "Lates," and "Probation, Suspension and Expulsion."

Smoking

At the time of the "Smokers' Strike" at JPCHS (October,

1966), the publicity manager for the Students' Union reported that a poll taken during the 1965-66 school year had revealed that a high percentage of the students smoked. (57: 31) A present-day observer would probably conclude that the proportion is much the same today. A student attending the Christmas dance at the School in December, 1969 claimed that, at that function, "a person could have taken up smoking just by taking a deep breath." (52: 2) During the winter, the smoke in the south half of the cafeteria was so thick at times that it was difficult to make out people clearly from the doorway. At the same time, not one instance was noted of students smoking in places other than the designated smoking areas.

Drinking

Drinking at School dances has apparently been a problem for quite some time at JPCHS. After a particularly unruly Hallowe'en dance in 1969, the principal informed the students that unless the next dance (Christmas, 1969) was run in a more orderly fashion all dances for the rest of the school year would be cancelled. This ultimatum was effective, and subsequent school dances have been free of drunkenness.

Drugs

JPCHS students are not exempt from the practice of drug-taking, which seems to be prevalent today among young people in most countries of the world. Although the principal is reported to have said on television in December, 1969 that, in his estimation, 50% of the JPCHS students had experienced some form of drug-taking,

it is difficult to pin students down on this issue. When questioned, some of them say that the problem is a serious one among students at the School, while others claim that drug-taking is confined to a small minority of the student body. It is noteworthy that the 1969 School Climate Commission recommended the inauguration in the School of "a continuing anti-smoking and anti-drug campaign."

(37: 13) Preventive measures adopted at the School have included the printing of a comprehensive article on drugs in the March and April, 1970 issues of Highlights. This article was written by a JPCHS student.

VI. OPEN CAMPUS AND THE TEACHING-LEARNING SITUATION

An observer would be hard pressed to find more than a very few instances at JPCHS where open campus has made a significant impact on the teaching-learning situation. To some extent, large classes and overcrowded conditions have militated against the introduction of new classroom programs which emphasize student activity and student-oriented research. Also, discovery-type learning and the use of inquiry procedures in teaching, while they are in harmony with the open campus concept of school organization, are not equally suited to all subjects. Nor does every department yet have the extensive range of resource materials which these approaches require. Some other aspects of the effect of open campus on the classroom situation are considered below.

Student-Teacher Relationships

Students at JPCHS appear to be relaxed in the presence

of teachers, and even visitors. It is noticeable that they do not stop jostling each other in friendly fashion in the hallways when a teacher approaches, nor do they embarrass visitors by staring at them or passing audible remarks about them. The gradual breaking down of the "we-they" relationship between teachers and students is also evident in the openness which students display in class. Students at JPCHS feel free to, and they frequently do question the content of school courses and the methods used to teach them. They are also quite likely to say what they really think, and not what the teacher wants to hear. They do not come up with "pat" answers, and they are not afraid to attack a teacher's opinions if they do not agree with them. An observer is soon made aware that when student opinions are called for almost everyone will have something to offer. This is in contrast to the traditional situation in classrooms, where it is often difficult to persuade more than a handful of students to contribute to any discussion.

Students' Wishes Considered in Planning Courses

A general willingness on the part of staff to take student wishes into consideration when planning courses, and methods of presentation is evident at JPCHS. In one graphic arts class, students were given the option of working on a "production line" program or an "exercise-based" program.⁶ They chose the "production

⁶A "production line" program is one organized around the filling of orders received from outside firms and organizations. An "exercise-based" program is concerned with the learning and practising of skills. Once a job has been completed under this type of program it is simply discarded, and the student moves on to the next task.

line" program, in spite of the additional work and greater pressures involved. After a time, this class visited another school and saw a group working on an "exercise-based" program. Class members were impressed by the fact that this program seemed to call for much less effort and application on the students' part, and they petitioned their teacher for a change. This was agreed to. Within a week, however, the students regretted their move, and asked to be allowed to go back onto a "production line" program. This request was granted, and the students followed the "production line" program for the rest of the semester. In other departments of the School--for example, in trades and services--course content has been modified, in some cases quite extensively, as a result of the expression of student opinion. A few teachers also work in conjunction with their students when they are planning their testing and evaluation programs for the year.

Modifications in Classroom Emphases

There are instances at JPCHS where modifications in classroom emphases have been made as a result of the adoption of open campus. In physical education, attitude and effort now receive as much stress as skill, and participation is an important factor in determining a student's grade.

An "In-Class" Open Campus Program

In the English department, one teacher is currently conducting with his English 33 [grade 12, non-academic] class an experiment which amounts to a type of "in-class" open campus program. On four days a week, this teacher uses an assignment system to cover

the literature section of the work. On these days, the students, after assembling at the beginning of the block to hear the day's announcements, are then free to work on their assignments wherever they wish--at home, in the library, or in the classroom. Progress is checked by the completion of self-marked study guides, followed by teacher-marked objective and literary tests. Although no controlled experiments have been carried out in connection with this project, the teacher reports that checks made with a parallel class show that, under this system, the poorer students, in particular, score higher marks than do students of equivalent ability taught by more conventional methods. The program also appears to be having a good effect on the attitude of students in the class. They tend to be much more favorably disposed toward English as a school subject, and some students from the class have later enrolled in English 30, which is the most advanced English course offered in the School.

VII. OPEN CAMPUS AND THE HOLDING POWER OF THE SCHOOL

The proportion of students who leave JPCHS before graduation appears to be little different now from what it was in pre-open campus days. (60: 3) Figures available, however, refer to differences in total enrolments at given dates, and take into account new entrants, and transfers to other schools, as well as those who actually leave school. The issue is further complicated by the fact that some students who quit school re-register in the following semester, or even later.

Between September 30th, 1969 and December 31st, 1969, the enrolment at JPCHS declined from 2,391 to 2,272, a loss of 119 students. Allowing for transfers in and out of the School, it is probable that the number of actual drop-outs over this period was something less than 119 students. In the period October 1st, 1969 to November 30th, 1969, the enrolment at JPCHS declined by just under 4.0%. For the same period, losses at six other large Edmonton high schools, expressed as a percentage of the total enrolment, were, respectively, 9.4%; 4.4%; 3.3%; 2.8%; 2.4% and 2.1%. (62: 7)

VIII. OPEN CAMPUS AND SCHOLASTIC ATTAINMENT

Scholastic attainment depends on so many factors that it is almost impossible to measure the effect on attainment of any one variable. The fact that the School obtained a higher proportion of honor passes than ever before in the departmental examinations held in January, 1969 probably had a great deal more to do with semestering and with new staff coming into the School than with open campus. No statistical evidence is available on the effect of open campus on academic achievement at JPCHS, but many of the staff members interviewed in the course of this investigation were of the opinion that scholastic standards had not declined since the introduction of open campus at the School.

Two factors in the current situation at JPCHS have to be kept in mind when any assessment of scholastic attainment is being attempted. On the one hand, very little pressure is put on poor students at JPCHS to leave school, and, for this reason, a larger

number of under-achievers than might otherwise be the case has to be allowed for. The presence of these students tends to make the overall scholastic results of the School look less favorable by increasing the incidence of poor achievement. On the other hand, students who formerly impeded progress in the classroom now stay away, and the students who attend are, for the most part, serious and hard-working. These students are able to achieve better results, and this raises the general level of academic attainment in the School. It seems reasonable to suggest that one of these factors balances out the other, so that the overall scholastic achievement at JPCHS is probably little different now from what it was before the adoption of open campus.

IX. OPEN CAMPUS AND ATTENDANCE

The practice of allowing students to regulate their own attendance at scheduled classes, which began in early open campus days as "a quiet evolution by some teachers of a more flexible approach toward attendance," (41: 3) appears to have developed into the most controversial issue associated with open campus at JPCHS. A large number of students, many of them in grade 12, dislike the present attendance procedures, and consider that they negate the whole concept of open campus. Some staff members complain that absentees from class disrupt group project work, and they point out that giving students the right to skip some classes can create a conflict between two opposing liberal forces--optional attendance, and new programs of teaching and learning which cannot be conducted satisfactorily on a free attendance basis.

Relaxed Attendance Regulations and the Social
Responsibility of the School

The freer attendance requirements which are a feature of open campus schools raise the problem of the social responsibility of the school. Although there are fewer disciplinary problems in school when students who do not wish to learn stay away from class, the activities of these same students while they are not in class could be creating social problems both in the school and in the community. The school has some responsibility toward its students, at least during the school day, whether these students are in class or elsewhere. Teachers and administrators cannot simply dismiss from their minds students who are not in attendance at scheduled lessons. At JPCHS, parents are informed of student absences, but not until a student has been away on five occasions, and the School does not normally initiate any action after the second letter has been sent to parents informing them that their child has missed ten lessons and will probably be dropped from the course. Nor can the counselling department do very much to help the chronic absentee, since counselling services at JPCHS are presently organized on a self-referral basis. The Department of Education evaluation team, which inspected the School in January, 1970, noted the existence of this problem, and, in its report, made the following comment about the indiscriminate skipping of classes:

Some concern was expressed by both teachers and students concerning a small group of pupils who were "taking advantage" of relaxed (attendance) regulations to a degree which was considered detrimental to their own welfare. This concern is shared by the evaluation team. It is recommended that continuing attention be

paid to this problem in an effort to "salvage" these potential "drop-outs." (40: 4)

The inspectors' report became available just as this research was being concluded, and it is not possible to comment on any moves which the School may have made to implement the inspectors' recommendation. One or two teachers at JPCHS are not beyond going to the cafeteria and bringing an erring student back to class. Such actions are against the spirit of open campus, but they do demonstrate the concern of teachers for the welfare of their students.

Rate of Absenteeism

In some classes at JPCHS there is virtually no skipping at all. This applies particularly in fifteen-credit vocational courses where students are with the same teacher for three of the four blocks each day. In other classes, the rate of absenteeism sometimes reaches 20% of the total class enrolment, although it is rare for more than 10% of a class to consist of chronic absentees.

Students' Reasons for Absence from Class

When questioned, students advance the following reasons for staying away from class:

1. Unavoidable causes, such as illness, medical appointments, and so on.
2. Pressure from friends to skip.
3. Irrelevant course material.
4. Boredom with teaching methods used, and/or course content.

5. Required assignments not completed.
6. Desire to work independently. (Student needs time, for example, to complete an assignment in another subject.)
7. Class work already covered or known. (For example, student repeating a course; German-speaking student studying German.)
8. Reluctance to be "shown up" by being called on to give an oral presentation in front of the class.
9. General lack of interest in school work.
10. Recognition by student that he has no chance of succeeding in the subject in question.

X. SUMMARY

The strengths and weaknesses of open campus as it is currently practised at JPCHS which make the greatest impression on an observer are:

Strengths:

1. The faith of the principal and many staff members in the viability of open campus as a system of school organization.
2. The recognition by the School administration of the problems which arise in an open campus school, and a corresponding determination to solve these problems.
3. The virtual disappearance of classroom discipline difficulties.
4. The more relaxed student-teacher relationships.
5. The involvement of parents in the School communication processes.
6. The willingness shown by some teachers to take student wishes into consideration when planning courses and evaluation procedures.

Weaknesses:

1. The fact that open campus seems, to some extent, to have remained an ideal in the School. There is still quite a wide gap between what is said and what is actually done.
2. The very limited progress which has been made under open campus toward involving students in the important affairs of the School.
3. The almost negligible effect which open campus has had on student apathy.
4. The relatively slight impact which open campus has had, so far, on the teaching-learning situation at the School.
5. The almost total lack of available information about open campus. Students do not seem to be at all well informed on the basic principles of the concept.
6. The tendency of many students to take open campus for granted.
7. The marked inconsistencies in the application of the concept by staff members.
8. The differences in administrative, staff and student perceptions of what open campus means.
9. The present attendance regulations, which seem to be antagonizing many students, and undermining their faith in open campus.

Chapter 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

FOR FURTHER RESEARCH

I. SUMMARY

The object of this study was to describe the operation of open campus at JPCHS, and to outline its effects on students, teachers and administrators at the School.

An examination of the literature was made to determine the extent to which educators and social scientists support the three basic principles of open campus--student freedoms, student-staff interaction, and student commitment through participation.

In order that the changes associated with open campus might be seen in perspective, some details were given of the School as it was in pre-open campus days, and of the factors which led to the introduction of open campus in September, 1968. The current operational procedures at JPCHS were examined in some detail, as were the effects of open campus on student-staff interaction and relationships, and on student-staff involvement in curriculum planning committees.

A substantial part of the investigation was devoted to a description and an analysis of the reactions of students, teachers, School administrators, parents and some independent observers to open campus at JPCHS. An attempt was also made to identify some of the strengths and weaknesses of open campus at JPCHS by considering the ways in which the concept appears to have affected

the members of the School community and such issues as student behavior, the teaching-learning situation, the holding power of the School, scholastic attainment, and attendance.

II. CONCLUSIONS

Effects of Student Participation in School Decision Making

Does giving students the opportunity to participate in school decision making enable them to attain an increased measure of self-actualization, and result in their identifying themselves more completely with the goals and values of the school?¹ Experience over the past two years at JPCHS does not rule out the possibility that participation may work in these directions, but the issue does seem to be beset with problems. In a large school, it is not easy to involve more than a small proportion of the total enrolment in decision making at the school level. In such a school, the best opportunity for general participation occurs at the classroom level. At this level, a great deal depends on the way the individual teacher interprets the principles of student participation in decision making. Some teachers at JPCHS (probably a minority) are willing to plan courses and evaluation programs with their students, others are not. Some teachers are prepared to listen to student opinions on teaching methodology, others are not. Some teachers believe in giving students a voice in decision making, others do not.

¹See pages 4 and 5 of this study.

A large school tends to have a diverse staff, and uniformity of application in a matter like shared decision making is difficult to achieve. A complicating factor is the limited extent to which high school students are influenced by their teachers.² Under these circumstances, and given the restricted opportunity which seems to have been accorded to students at JPCHS thus far to participate in school decision making, it is not possible to derive any useful conclusion about this question from this study. In smaller schools, where individual contact can be more readily maintained, the effects on students of their participating in school decision making may well be quite significant.

Advantages Claimed for the Open Campus Concept

Young makes a number of claims about open campus schools which are outlined in Chapter 2 of this study.³ An examination of the extent to which these claims are borne out by recent experience at JPCHS follows.

1. In open campus schools, students do tend to accept teachers as "professionals who have a service to offer, and who are available to help them learn." (32: 146) At JPCHS, students now approach teachers readily when they need individual help, and fewer students seem to look on teachers solely as dispensers of the facts needed to pass examinations.

²See, in this connection, D. Friesen, The Urban Teenager, Edmonton: Department of Educational Administration, The University of Alberta, 1969, p. 36.

³See pages 13 and 16.

2. The last two years of operation at JPCHS have established the fact that formal rules, if not actually "dysfunctional," (32: 145) are certainly not indispensable.

3. Young's belief that "the senior secondary student responds positively to freedom, (and) readily accepts responsibility" (32: 147) has not been fully substantiated at JPCHS. Students there have accepted the freedoms of open campus, and even suggested that they be extended, but the relatively high rate of absenteeism in some classes would suggest that their response to those freedoms has not always been positive. The reluctance of JPCHS students to support even their own Students' Union throws doubt on the accuracy of the assertion that the student in open campus schools "readily accepts responsibility." The evidence at JPCHS seems to point in the opposite direction.

4. The contention that "the student's level of maturity rises significantly" (32: 147) under open campus cannot be accepted as it stands. It is difficult to see how any one factor among so many can justifiably be given credit for effecting a significant gain in student maturity. If self-discipline can be taken as an aspect of maturity, recent experience at JPCHS suggests that the improvement which students have shown in this area still has some distance to go before it can be described as significant.

5. The claim that "most students readily sense that the (open campus) school is operated to serve their needs," (32: 147) has been confirmed in the experience of JPCHS. However, the fact that students are aware that their school is student-centered does not automatically make them enthusiastic about the open campus

concept.

6. Acquaintance with the recent changes at JPCHS suggests that Young is justified in his belief that most students in an open campus school do come to "realize that learning is their own responsibility." (32: 147) This does not necessarily mean that they learn more, but it does mean that, in general, "they stop blaming teachers or the school for their own shortcomings." (32: 147) Whether the consequences of a student's realizing that learning is his own responsibility are always positive is another question.

Final Considerations

At JPCHS, open campus, with its emphasis on democratizing traditional school procedures, is proving to be an acceptable and workable form of school organization. The concept seems to possess the potential to make the school appear less of an "alien institution" (21: 303) in the eyes of the student body. The principal and many staff members at JPCHS also believe that open campus holds out the best hope for meeting what Friesen considers to be the most pressing need in schools today--recognizing the student's individuality, his problems, and his role in society. (21: 307) However, this ideal will be attained at JPCHS only to the extent that the School succeeds in "engaging every member of its organization to develop (its) goals and identity." (22: 67) The real challenge to the administration, staff and students of JPCHS in the months ahead lies in their substantiating the claim made for open campus by the principal of the time in March, 1969:

Staff and students have become intimately involved in analyzing problems, asking questions of administrators and of each other, and working seriously together to implement the philosophy of the School" (41: 4)

III. RECOMMENDATIONS FOR FURTHER RESEARCH

A great deal of research remains to be done before it will be possible to arrive at valid conclusions about the effectiveness of the open campus concept of school organization. Much of this research could be carried out in an open campus school or schools, but, in some areas, comparative findings, using a school with a closed climate as a control group, would be more useful.

Research at Jasper Place Composite High School

At JPCHS itself, a research report on the procedures and the outcomes of the General Curriculum Committee for Evaluating School Climate would provide much needed information on the workings of the open campus concept. A comparison of the findings of this Committee with those of the 1969 School Climate Commission would afford an insight into the development of open campus over the fifteen months or so which separate these two major inquiries. There is also room for a full-scale investigation into the question of parents' reactions to open campus. The value of such research would be enhanced if it took into account the socio-economic status of the families concerned, and if it compared the parents' reactions to open campus with those of their children. Much could also be gained from a more thorough study of staff reactions to the open campus concept than it was possible for the present

investigator to make. The staff returns to the questionnaire to be administered by the General Curriculum Committee for Evaluating School Climate could be used as a basis for such a study, supplemented by a structured interview with a large sample of staff members.

The Students' Union

Another area which would repay close study, and which was not explored at all in this investigation, is that of the Students' Union. Research into the place and effectiveness of the Students' Union in an open campus school would have the advantage of pointing up the type of contribution which this school organization can make in such matters as promoting student involvement in the affairs of the school, and encouraging student identification with the goals of the school.

Communications

If open campus is to flourish in a school, the need for open lines of communication among all levels of the organization is paramount. Any breakdown or weakness in communications would militate against the successful implementation, maintenance and development of the concept, and, with this in mind, it is suggested that a study of all aspects of communication in an open campus school or schools would be useful.

Other Areas

There are, in addition, a number of issues frequently raised in connection with open campus which are still almost completely lacking in empirical verification. These issues

include the effect of open campus on: (1) scholastic attainment, (2) the holding power of the school, (3) student behavior, and (4) the teaching-learning situation. Admittedly, it would be difficult to test these questions in the presence of so many related variables, but quantitative research, particularly into the effect of open campus on academic achievement, would serve a useful purpose, especially since a decline in a school's scholastic standards seems, in the minds of many people, to be an inevitable concomitant of the adoption of the open campus concept of school organization.

Student Freedoms and Pupil Participation

Finally, it would be pertinent and useful for an investigator to attempt to determine the extent to which meaningful pupil participation in school decision making depends for its success on the students' being accorded the right to make personal decisions on matters such as dress, smoking, and attendance at classes. School administrators, particularly those who believe in the principle of commitment through participation but who, for various reasons, are not happy about granting students the freedoms normally associated with open campus, would welcome evidence on this question.

These recommendations all relate to issues which have received little or no attention from researchers thus far. With this fact in mind, it is suggested that studies on these issues would be of interest and value to educators in general, and especially to administrators, teachers and students in those schools which have already adopted some aspects of open campus, and in the growing number of schools in Canada which are contemplating doing so in the near future.

REFERENCES

REFERENCES

BOOKS

1. Amend, J., "The Principal and His Staff," in A. W. Reeves, J. H. M. Andrews and Fred Enns (eds.), The Canadian School Principal, Toronto: McClelland and Stewart Ltd, 1962.
2. Bidwell, C. E., "The School as a Formal Organization," in J. G. March (ed.), Handbook of Organizations, Chicago: Rand McNally and Company, 1965.
3. Coch, L., and J. R. P. French, Jr., "Overcoming Resistance to Change," in E. E. Maccoby, T. M. Newcomb and E. L. Hartley (eds.), Readings in Social Psychology, New York: Henry Holt & Co., 1958.
4. Coutts, H. T., "Changing Concepts and Practices in Educational Supervision," in Reeves, Andrews and Enns, op. cit.
5. Dill, W. R., "Decision Making," in D. E. Griffiths (ed.), Behavioral Science and Educational Administration, The Sixty-third Yearbook of the National Society for the Study of Education, Chicago: The University of Chicago Press, 1964.
6. Etzioni, A., Modern Organizations, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
7. Gnagey, W. J., The Psychology of Discipline in the Classroom, New York: The Macmillan Company, 1968.
8. Gordon, T., Group-centered Leadership, Boston: Houghton Mifflin Co., 1955.
9. Gregg, R. T., "The Administrative Process," in R. F. Campbell and R. T. Gregg (eds.), Administrative Behavior in Education, New York: Harper and Bros., 1957.
10. Hillway, T., Introduction to Research, Boston: Houghton Mifflin Co., 1956.
11. Katz, D., and R. L. Kahn, The Social Psychology of Organizations, New York: John Wiley & Sons, Inc., 1966.
12. Lane, W. R., R. G. Corwin and W. G. Monahan, Foundations of Educational Administration, New York: The Macmillan Company, 1968.
13. Lucio, W. H., and J. D. McNeil, Supervision, New York: McGraw-Hill Book Company, 1969.

14. Maslow, A. H., Motivation and Personality, New York: Harper and Bros., 1954.
15. Saylor, J. G., and W. M. Alexander, Curriculum Planning for Modern Schools, New York: Holt, Rinehart and Winston, Inc., 1966.
16. Selltitz, C., et al., Research Methods in Social Relations, New York: Henry Holt & Co., 1959.
17. Taba, H., Curriculum Development: Theory and Practice, New York: Harcourt, Brace & World, Inc., 1962.
18. Trump, J. L., and D. Baynham, Guide to Better Schools, Chicago: Rand McNally and Company, 1961.

ARTICLES

19. Cheal, J. E., "Instructional Leadership Through Program Development," The Lecture Series of the 1963 Alberta Leadership Course for School Principals.
20. Friesen, D., "The Principal: Stimulator of Innovation," 1969. (Mimeographed.)
21. _____, "Profile of the Potential Dropout," Alberta Journal of Educational Research, Vol. XIII, December, 1967.
22. _____, "Students and School Organization," The Lecture Series of the 1967 Alberta Leadership Course for School Principals.
23. Halleck, S. L., "Hypotheses of Student Unrest," Phi Delta Kappan, Vol. L, September, 1968.
24. Mosey, H. H., "A New Deal for Seniors," The Bulletin, Vol. XLVI, May, 1966.
25. Pope, G. R., "The Lid Is Off at Reynolds," The B. C. Teacher, Vol. XLVII, December, 1967.
26. Ratsoy, E. W., "Decision Making: Must It Be a Cooperative Activity?" The Lecture Series of the 1968 Alberta Leadership Course for School Principals.
27. Seymour, H. C., "The Principal as the Instructional Leader," Bulletin of the National Association of Secondary School Principals, Vol. LI, November, 1967.
28. Sharma, C. L., "Who Should Make What Decisions?" Administrator's Notebook, Vol. III, April, 1955.

29. Stewart, L. D., "Decision Making in Curriculum Development," The Canadian Administrator, Vol. VII, April, 1968.
30. Thompson, A. S., "Personality Dynamics and Vocational Counselling," Personnel and Guidance Journal, Vol. XXXVIII, January, 1960.
31. Voegel, R. B., "Innovating? Involve the Student!" The Clearing House, Vol. XLIII, May, 1969.
32. Young, J. A., "Why and When?" The B. C. Teacher, Vol. XLVII, January, 1968.

DOCUMENTS

33. Baker, R. P., "Report to the Edmonton Public School Board on Jasper Place Parent Groups," January 6th, 1970.
34. Cowan, S., "A Visit to Jasper Place Composite High School, Edmonton, Alberta," June 3rd, 1969.
35. Jasper Place Composite High School--General Curriculum Committee for Evaluating School Climate. (Preliminary notice.) April, 1970.
36. Jasper Place Composite High School--Report of the Social Studies Curriculum Relevance Committee, June 20th, 1969.
37. Jasper Place Composite High School--School Climate Commission's Final Report, March, 1969.
38. Jasper Place Composite High School--School Climate Commission's Opinionnaire, January, 1969.
39. Meyer, E., "Preparing for the Introduction of Open Climate in the School." Report drawn up for high school principals, and dated May 5th, 1969.
40. Report of the Department of Education on the Jasper Place Composite High School, January 17th-21st, 1970.
41. Sawchuk, T. J., "The Changing Climate for Instruction and Learning at Jasper Place Composite High School." Report presented to the Edmonton Public School Board on March 4th, 1969.
42. Structure for a Relevant and Responsible Curriculum in Jasper Place Composite High School, October, 1969.

NEWSPAPERS

43. Highlights [JPCHS student newspaper], December, 1965.
44. _____, January-February, 1966.
45. _____, April-May, 1966.
46. _____, September, 1966.
47. _____, October, 1966.
48. _____, May, 1967.
49. _____, December, 1967.
50. _____, September, 1968.
51. _____, September-October, 1969.
52. _____, January 23rd, 1970.
53. _____, March 13th, 1970.
54. _____, March 25th, 1970.
55. Syndrome [A Highlights supplement] , March 23rd, 1970.
56. The Alberta Teachers' Association News, November 5th, 1969.
57. The Edmonton Journal, October 15th, 1966.
58. _____, March 5th, 1969.
59. _____, March 19th, 1969.
60. _____, September 12th, 1969.
61. _____, October 17th, 1969.
62. _____, January 8th, 1970.

APPENDIX A

LETTERS RE STUDENT ABSENCES SENT TO PARENTS

JASPER PLACE COMPOSITE HIGH SCHOOL

8950 - 163 Street

Phone 484-5581

Dear Parent:

In keeping with the attendance policy in Jasper Place Composite High School, we would like to inform you that _____ has _____ absences from _____ class.

We believe that attendance in classes is primarily the responsibility of the student. He has the right of choice, which, we hope, will be used wisely. It is recognized that there are times when a student is unable to attend classes for medical or other reasons. If a student wishes that his good standing in his classes should not be affected adversely, then it is his responsibility to discuss his absences with his teachers.

However, if the student's absences continue to accumulate and progress in his classes drops, you will receive a second letter when it is believed that failure is certainly indicated.

If, after discussing this with the student, you think I can be of further assistance, please phone for an appointment with me.

Yours sincerely,

Grade Coordinator.

JASPER PLACE COMPOSITE HIGH SCHOOL

8950 - 163 Street

Phone 484-5581

Dear Parent:

Further to our previous letter sent regarding _____'s absences from _____, we wish to inform you that the situation regarding the student's attendance and progress has worsened, and failure in the above course is now quite clearly indicated.

However, if the student seriously wishes to redeem the situation, he should immediately initiate discussion with his teacher and reach a satisfactory agreement. The teachers and the administration are more than willing to assist.

Yours sincerely,

Grade Coordinator.

APPENDIX B

DEPARTMENT QUESTIONNAIRES

JASPER PLACE COMPOSITE HIGH SCHOOL

BUSINESS EDUCATION CLASSESQUESTIONNAIRESubject:

In an attempt to have the Business Education Department service the needs of all our students in the best way possible, and feeling you, the students, can play an important part in this work, we are asking you to complete this questionnaire. Please answer every question after giving each your serious consideration.

- | | <u>Yes</u> | <u>No</u> | <u>No ans.</u> |
|---|------------|-----------|----------------|
| 1. Do you feel that you were given sufficient assistance in planning your program and choosing your course? | | | |
| 2. Do you like this course? | | | |
| 3. A. Do you like this course being taught under the semester system? | | | |
| B. If not, why not? | | | |
| C. Do you think that shorter periods would be preferable? | | | |
| 4. Do you feel that there was adequate time to cover this subject? | | | |
| 5. A. Was there too much homework? | | | |
| B. Not enough homework? | | | |
| 6. Were field trips, audio visual aids and speakers of benefit? | | | |
| 7. What would you suggest to make instruction in this subject more interesting? | | | |
| 8. What would you suggest to make instruction in this subject more meaningful? | | | |
| 9. Did you fully understand the aims and purpose of lessons? | | | |
| 10. Did you feel free to participate in class discussion? If not, why not? | | | |

- | | <u>Yes</u> | <u>No</u> | <u>No ans.</u> |
|--|------------|-----------|----------------|
| 11. Were demonstration techniques clear? | | | |
| 12. Did you feel the teacher's knowledge of the subject matter to be adequate? | | | |
| 13. Are you glad you took the course? | | | |
| 14. In what way could more assistance have been given? | | | |
| 15. Any other suggestions you might have to assist us in future planning? | | | |

Thank you

JASPER PLACE COMPOSITE HIGH SCHOOL

ENGLISH CLASSESQUESTIONNAIRE (Grade 10)

NAME _____

Please answer the following questions as fully and frankly as possible. I would like to get to know something about you and thus be able to tailor the course - as far as possible - to suit your needs.

- 1) How, in general, have you enjoyed the English classes you have had so far? Check answer.

- (a) very much
 (b) moderately
 (c) very little
 (d) not at all

- 2) What marks have you gained in English in

- (a) Grade IX _____
 (b) Grade X _____

- 3) Among your previous courses in English, which one did you find:

- "course"
- (a) most enjoyable: _____
 (b) of most practical value: _____
 (c) least enjoyable: _____

Can you suggest reasons for your selection above:

- 4) What do you hope to get from this English course (other than 5 credits)?

ENGLISH CLASSES QUESTIONNAIRE

Page 2

- 5) The following are units normally covered in a High School English course. Please mark them 1 to 8 in order of their importance to you. Remember that practical value and enjoyment should both be considered.

- (a) Short Stories ()
- (b) Novels ()
- (c) Reading Prose ()
- (d) Writing reports, essays ()
- (e) Creative expression ()
- (f) Poetry ()
- (g) Drama (Plays) ()
- (h) General writing techniques ()

- 6) Give reasons, if you can, for your choice of 1st and 2nd in the above question.

- 7) Which of the following methods of learning do you find most effective? (Mark 1, 2, 3, in order of preference)

- (a) Lecture method ()
- (b) Group work ()
- (c) Class discussion ()
- (d) Individual study and writing ()

- 8) What would you say are the 3 most important characteristics of an effective teacher?

(a)

(b)

(c)

- 9) What goals have you after leaving high school: profession, vocation, job, etc?

- 10) What do you hope to get from High School English courses to help you towards this goal?

- 11) What novels have you read which have impressed you most?

- 12) What (if any) are your favorite

(a) Radio Stations: _____

(b) Television Programmes: _____

(c) Records: _____

(d) Magazines: _____

(e) Subjects in School:

- 13) What kind of a person would you say you are? Try, in about 5 sentences to describe your personality. (as objectively as possible! Be fair!)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

APPENDIX C

SCHOOL CLIMATE COMMISSION'S REPORT, PART II
RECOMMENDATIONS OF THE COMMISSION

JASPER PLACE COMPOSITE HIGH SCHOOLSCHOOL CLIMATE COMMISSION'S REPORT, PART IIRECOMMENDATIONS OF THE COMMISSION

1. Continue to keep the dress regulations relaxed as long as standards of neatness, tidiness and cleanliness are maintained.
2. Students' Union attempt to secure an indoor smoking area for students. In the meantime, continue to use the two outdoor courts but not washrooms. Strict rules should be set and enforced.
3. Encourage the Students' Union to institute and conduct a school cleanliness and anti-litter campaign.
4. Re-locate vending machines in new wing or remove them and begin a short order cafe type of service in the new food services area, this facility to operate during selected hours of the day.
5. If vending machines are retained, they should be so installed as to permit back loading. Also a change machine should be made available.
6. Establish the cafeteria as a student lounge by making it more attractive and available, e.g., from 8:00 a.m. to 4:30 p.m.
7. With the assistance of the Guidance Department and school nurse, inaugurate a continuing anti-smoking and anti-drug campaign.
8. Continue and strengthen the case of communication through--
 - (a) increased availability of staff for problem discussion
 - (b) communications seminars
 - (c) panels
 - (d) forums
 - (e) staff-student planning committees
 - (f) representation of students on faculty council
 - (g) invitations for students to attend, on occasion, administrator meetings
 - (h) visits by students to School Board meetings
 - (i) closer liaison and meetings between central office personnel and students
 - (j) teacher-administrator communication review
9. Assemblies should be planned through a standing committee composed of students, teachers and one administrator.

10. In the area of curriculum:
 - (a) externally set exams should be omitted
 - (b) more team teaching
 - (c) increased A/V use
 - (d) establish student-staff curriculum development committees similar to the one now operating in the Social Studies department.
11. Attempt to reduce class sizes.
12. Consider a lessening of the homework load.
13. Encourage and enlarge in-service teaching training.
14. As soon as practicable, a period or periods should be assigned in the timetable for co-curricular activities.
15. Seek from the Edmonton Public School Board an annual grant, based on pupil population, for assistance to the co-curricular program.
16. Conduct follow-up study and periodic reviews of school climate.
17. The philosophy of open campus should continue with a review of how open campus affects the operation of the school in certain areas with the view of improving the system to facilitate the learning process to a greater degree.

Some areas which should be reviewed might be--

 - (a) the function of the teacher in the learning of responsibility
 - (b) the degree to which, and the speed at which, freedom can or should be introduced to a school system
 - (c) the subtle cause of certain problems which may appear as a peripheral issue within an educational society
 - (d) the concept expressed of an open campus and a closed campus system operating; does this exist? should this exist? and what are the ramifications if this does exist?
 - (e) those areas where it might be the student is not yet ready to assume a large degree of responsibility such as the choice to attend class or attend class on time and the choice of how free periods are or ought to be used.
18. A review of the attendance system should be taken with the idea of establishing criteria which will help the student to better assume responsibility regarding attendance, and with the view of establishing a policy which would encompass to a greater degree the philosophy of the classroom teacher and thus allow attendance records to become more a teacher responsibility rather than administrative.
19. The policy regarding lates remain the responsibility of the classroom teacher.

APPENDIX D

SOCIOLOGICAL SURVEY ON SMOKING

JASPER PLACE COMPOSITE HIGH SCHOOL

SOCIOLOGICAL SURVEY ON SMOKING

Summary of Parents' Answers to Questions on Smoking in Jasper Place Composite High School in restricted areas.

<u>District</u>	<u>Yes</u>	<u>No</u>	<u>Undecided</u>	<u>Not at home</u>
* Meadowlark	338	118	53	25
** Laurier Heights	21	19	0	10
** Sherwood/Crestview	25	13	7	5
** Canora	14	19	8	9
** High Park	22	13	9	6
** Westlawn	17	22	6	5
Total:	437	204	83	60
Per cent of Total:	56	26	10	8

* Every 4th house

** Every 3rd house

APPENDIX E

DEPARTMENT HEADS' INTERVIEW SCHEDULE

DEPARTMENT HEADS' INTERVIEW SCHEDULE - G. N. Marshall

1. How long have you been a member of the teaching staff at JPOCHS?
2. How long have you been Head of your department?
3. What does the open campus concept mean to you?
4. In what ways has the introduction of open campus affected your department?
5. Details of any student-staff departmental committees:
 - (a) Who decides on the composition of the committee?
 - (b) How are the student members chosen (election, appointment)?
 - (c) How long do the members hold office?
 - (d) How often does the committee meet?
 - (e) What are the functions of the committee?
 - (f) What recommendations made by the committee have been adopted/rejected so far? (Reasons for rejections?)
 - (g) What matters did the committee consider in the first semester of the 1969-70 school year?
6. Have you any printed material or records available which I could examine?
 - Department notices
 - Questionnaires to students
 - Minutes of committee meetings
 - Committee reports to Dept. Head

APPENDIX F

QUESTIONNAIRE SUBMITTED TO STUDENTS

QUESTIONNAIRE SUBMITTED TO STUDENTS - G. N. Marshall

QUESTIONNAIRE ON OPEN CAMPUS

GRADE _____

AGE _____

1. What do you understand by the term "open campus?"

2. As a student, what aspects of open campus as it is practised at this School do you like?

3. As a student, what aspects of open campus as it is practised at this School do you dislike?

THANK YOU FOR YOUR HELP

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

LECTURE NOTES

BY

PROFESSOR

JOHN A. HARRIS

B29958